

**STATE DEPARTMENT OF EDUCATION
DECEMBER 17, 2020**

TAB	DESCRIPTION	ACTION
1	DEVELOPMENTS IN K-12 EDUCATION	Information Item
2	ENGLISH LEARNERS PROFICIENCY – ANNUAL REPORT	Information Item
3	IDAHO STANDARD ACHIEVEMENT TEST – BLUEPRINT OPTIONS	Information Item
4	STUDENT ENGAGEMENT SURVEYS	Motion to Approve
5	PROFESSIONAL STANDARDS COMMISSION 2019-2020 ANNUAL REPORT	Motion to Approve

**STATE DEPARTMENT OF EDUCATION
DECEMBER 17, 2020**

SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 Education with the Board, including:

- Superintendent's Network Update
- Youth Risk Behavior Survey
- Report on Council of Chief State School Officers Policy Summit
- Social Emotional Learning Opportunities
- Meetings with Legislators

BOARD ACTION

This item is for informational purposes only.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 17, 2020**

SUBJECT

English Learners Proficiency Annual Report

REFERENCE

April 2005	Board approved rule for definition of Limited English Proficient
November 2009	Board adopted The Idaho English Language Assessment Achievement Standards as temporary
August 2010	Board adopted The Idaho English Language Assessment Achievement Standards as pending, that were approved in November 2009
June 2014	Board approved proposed rule amendment for clarification and accuracy in definition for Limited English Proficient
August 2016	Board removed the outdated Idaho English Language Assessment (IELA) Achievement Standards from IDAPA 08.02.03.004 Documents Incorporated by Reference.
April 2017	Board approved temporary and proposed rule Docket 08-0203-1708.
October 2017	Board approved updated Idaho English Language Proficiency Assessment Achievement Standards and pending and amended temporary rule Docket 08-0203-1708, incorporating them by referencing into administrative rule.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education, Organization Specific Policies & Procedures, Section IV.B.9
IDAPA 08.02.03: Rules Governing Thoroughness, subsection 004- Incorporated by Reference and subsection 111 - Assessment in Public Schools
Elementary Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Section 1111(c)(4)(A)(ii) English Language Proficiency.

BACKGROUND/DISCUSSION

The English Learner (EL) program assists local education agencies in creating, implementing, and maintaining researched based programs to support students whose primary language at home is other than English. Federal and state requirements help remove barriers and provide equity in learning to ensure English language learners succeed in school. Results from the WIDA ACCESS Placement Test (W-APT) determine program eligibility and inform each student's plan for developing English language skills. The ACCESS assessment is administered annually to all identified English learners and includes reading, writing, listening, and speaking, resulting in an overall composite score and a scale score in each of the four domains. Beginning with the 2020 ACCESS assessment, a student is considered proficient with a composite score equal to or greater than 4.2 with a

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minimum score of 3.5 in the reading, writing, and listening domains and a minimum score of 1 in the speaking domain. Idaho's Consolidated State Plan, amended June 18, 2019, identifies the five-year long-term goals for English learners in making progress in achieving proficiency using 2018 data as the baseline. Information about the local education agencies program plan and allocation of funds will be included in the English Learner Proficiency update.

IMPACT

This agenda item will provide the Board with an update on the English Learners program, including student proficiency data.

ATTACHMENTS

Attachment 1 – English Learner Proficiency Report
Attachment 2 – English Learner Proficiency Update

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to IDAPA 08.02.03, 111, the English Language Proficiency Assessment is part of Idaho's comprehensive assessment system and [must?] be given annually as applicable to the student eligibility and grade range established in administrative rule. Further, the English Language Development Standards adopted by the Board are the Word-Class Instructional Design and Assessment (WIDA) 2012 English Language Development standards. In addition to these state requirements, the Board has identified the WIDA ACCESS Placement test as one of the tools used to determine a student's eligibility as an English Learner. Eligible students are then assessed annually for English Language proficiency using the WIDA Access 2.0 assessment.

This will be the first English Learner Proficiency Report the Board has received since adopting the updated English Language Proficiency Assessment Achievement Standards in 2017.

BOARD ACTION

This item is for informational purposes only.

2019-2020 ANNUAL SUMMARY

Idaho English Learner Program



IDAHO STATE DEPARTMENT OF EDUCATION
ENGLISH LEARNER & TITLE III-A PROGRAM | FEDERAL PROGRAMS DEPARTMENT

Compiled by Maria A. Puga, English Learner Program Coordinator

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BACKGROUND

The Idaho English Learner (EL) Program and Title III-A assist school districts with federal and state requirements of English Learners (ELs). We help districts create, implement, and maintain development programs that provide equal learning opportunities for ELs. Our goal is to develop curricula and teaching strategies that embrace each learner's unique identity to help break down barriers that prevent ELs from succeeding in school.

The Federal Program's English Learner Department oversees state and federal grant requirements, monitoring visits for all Title III-A districts, the state English Learner's 3-year Enhancement Grant, professional development activities, and the English Learner Management System (ELMS).

During the 2018-2019 school year, the Idaho State Department of Education (SDE) submitted the Idaho Consolidated Plan to the US Department of Education (USDE). In this plan, the SDE reviewed the English Learner Program goals and also requested a change to the ACCESS test exit criteria. From 2017-2019, the ACCESS exit criteria was set as follows: 5.0 Composite, and 4.0 in the listening, speaking, reading and writing domains. The new exit criteria, which was approved by the USDE is now: 4.2 Composite, 3.5 in listening, reading and writing, and 1.0 in speaking. This new exit criteria went into effect during the 2020 administration of the ACCESS test.

State Level Summary

During the 2019-2020 school year, the Idaho English Learner Program oversaw 131 English Learner educational programs. Of these LEAs, 92 had only state EL funding and 39 had both state and federal funding, through the Title III-A program. Compared to the 2018-2019 school year, our EL programs have increase by an additional 33 LEAs qualifying for state funding and one additional LEA qualifying for Title III-A funding. Any LEA which has at least one English Learner enrolled at their school will qualify for state EL funding. LEAs must meet a \$10,000 allocation threshold to qualify for additional federal funding through the Title III-A program.

All Idaho district/charters are required, under the Title VI of the Civil Rights Act of 1964, to provide a comprehensive English language proficiency program for students who cannot speak, read, or write English well enough to participate meaningfully in educational programs. Federal and State legislation requires that district/charters provide Language Instruction Educational Programs (LIEP) and services to support the language development of EL students. As part of state and federal guidelines, each LEA includes a Home Language Survey as part of their registration process in order to initially screen students for a language other than English.

LEAs submit their English Learner plans through the Consolidated Federal and State Grant Application (CFSGA) each year. In this plan, the LEAs include their EL program information, core language instructional program, yearly goals, and annual budget. The EL Program Coordinator reviews each plan, provides feedback and indicates where changes or additions need to be made to ensure each LEA is meeting the state and federal minimum requirements. LEAs must have their plan approved by the program coordinator before funding is distributed.

PROGRAM MONITORING

A State is required to oversee and monitor the activities of its Local Education Agencies (LEAs). In the 2019-2020 school year, nine out of the 39 Title III-A LEAs were monitored through the Federal Programs Monitoring process. A State is required to oversee and monitor the activities of its Local Education Agencies (LEAs). The SDE monitors on a 6-year cycle and uses the following factors to determine district priority:

- Coordination with other Federal Programs
- District requests for program evaluation
- New Title III Coordinator and/or New Superintendent
- District improvement status

- Sudden and/or significant increase in the number of English Learners
- Formal compliance complaint filed with the Idaho State Department of Education, Idaho State Board of Education and/or U.S. Department of Education - Office for Civil Rights

Title III-A monitoring involves reviewing an LEA's core instructional education program, certified staffing and proper supervision of paraprofessionals, parent engagement activities, student support, and proper use of funds. Due to Covid-19 related restrictions, one LEA had their monitoring visit done virtually. The following LEAs were monitored during the 2019-2020 school year: Wendell School District #232, Buhl Joint District #412, Nampa School District #131, Vallivue School District #139, Bonneville Joint District #093, Cassia County Joint District #151, American Falls Joint District #381, Wilder School District #133, and Payette Joint District #371.

STATE ENHANCEMENT GRANTS

The English Learner (EL) Enhancement Grant Program is funded by the state of Idaho through a competitive grant process. The state legislature has earmarked \$450,000 to this enhancement grant and awards range from \$10,000-\$85,000 depending on the chosen project. LEAs have the option of choosing from the following grant options: Implementation of Coteaching model, funding for a Regional Coordinator, or Program Enhancements.

Grantee districts use the funds for additional resources to enhance core EL program services for English learners and to improve student English language skills to allow for better access to the educational opportunities offered in public schools. Grants are funded for three years (2017-2018, 2018-2019, and 2019-2020) with ongoing funding contingent on districts meeting grant benchmarks. Each grant recipient creates yearly and three-year goals and works with a grant mentor to ensure benchmarks are being met. The 2019-2020 school year was the end of a three-year grant cycle. A new grant cycle will begin in 2020-2021 with 12 new grant recipients.

State English Learner Goals

The State of Idaho's English Learner Program goals taken from the [2019 Idaho Consolidated Plan reads:](#)

Percent of Students Making Expected Progress toward English proficiency 2018 baseline, 2023 long-term goal, and 2019-2022 interim targets

	2018 Baseline	2019	2020	2021	2022	2023
Interim Targets	74.07%	75.80%	77.53%	79.26%	80.98%	82.71%
State Results		76.36%*	64.2%			

*The new English Learner progress measure was not in place in 2019. The included data are what the results would have been if the calculation was operational and applied to the 2019 data.

Idaho will reduce the number of English learners who are not making expected progress to English proficiency, as defined above by 1/3 over five years. This five-year long-term goal has been reset to reflect the change to the expected progress, using 2018 data as the baseline.

The WIDA ACCESS assessment is administered to all identified English Learners, either electronically or paper based, and includes assessments in reading, writing, listening, and speaking. A student will receive an overall composite score and a scale score in each of the four domains. The reading and writing component are weighted 35% each, while speaking and listening are weighted 15% each in the overall composite score.

In the 2019-2020 testing period, 62.4% of students made expected progress. This was a 6.7% increase from the 2018-2019 testing period. According to the Idaho State Consolidated Plan, the stated goal for students making progress in 2019-2020 was 77.5%.

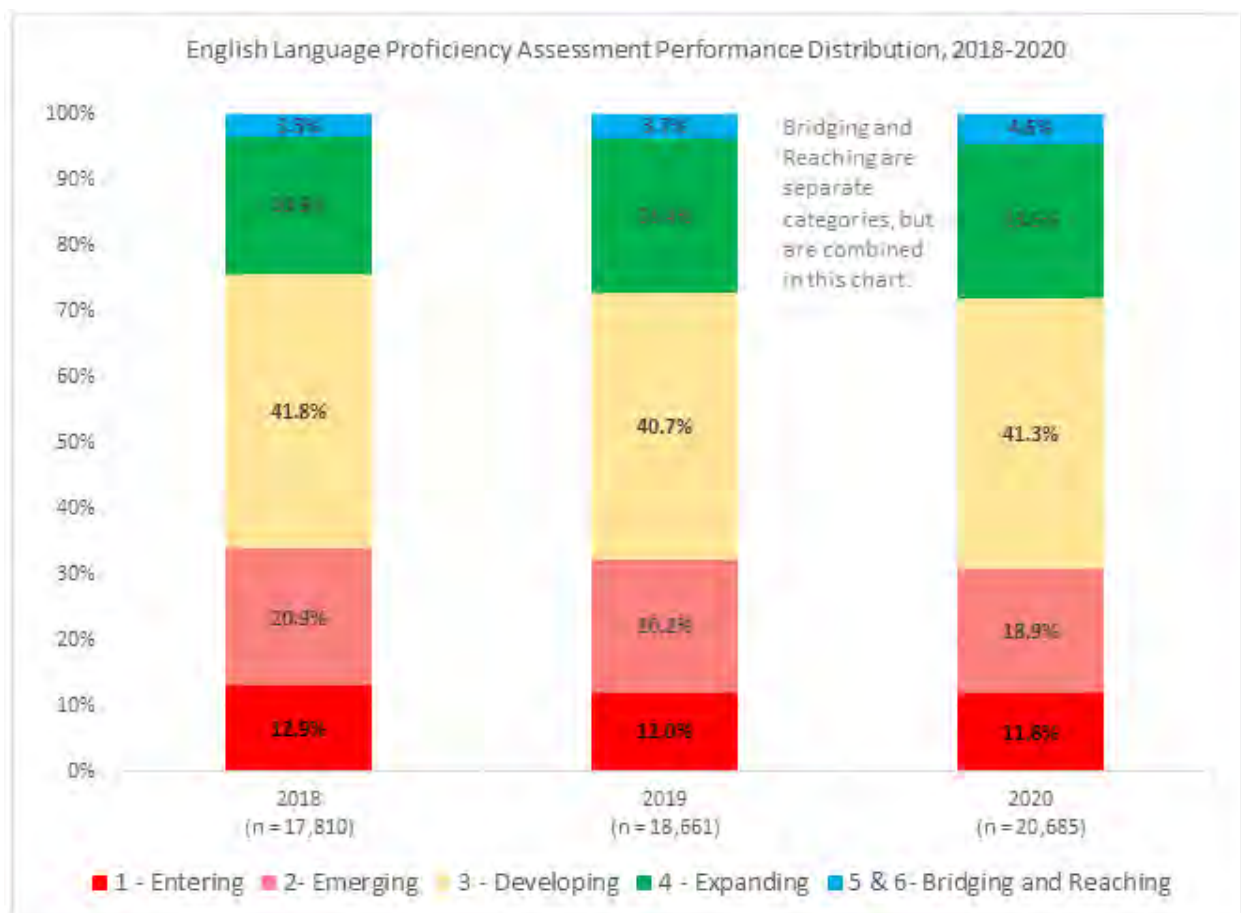
English Language Proficiency Assessment

The WIDA suite of assessments is used to screen, monitor, and exit Idaho students from a research-based language instruction educational program. Using the Kindergarten W-APT or the WIDA Screener, districts/charters are able to identify newly enrolled students for additional language support services. After identification, Idaho English learners (ELs) participate annually in a standardized English language proficiency assessment to monitor academic English language proficiency growth in four distinct language domains: Reading, Writing, Listening, and

Speaking. The ACCESS for ELLs annual language proficiency assessment is typically administered from the last week in January to the first week in March.

During the 2019-2020 school year, the testing window was January 27, 2020 to March 6, 2020. During this time period, there were 20,909 tests administered. The 2020 ACCESS test administration was the first time Idaho had a new exit criteria (4.2 composite, 3.5 listening, 3.5 reading, 3.5 writing, and 1.0 speaking).

We had an influx of students exit the program due to this modification—3,892 students, or 19.3% of the state’s total EL population. Below is a performance distribution chart, which reflects the percentage of students scoring at each WIDA performance level: 1- Entering, 2- Emerging, 3- Developing, 4- Expanding, 5- Bridging, and 6- Reaching. The State of Idaho has determined a 4.2 composite score as the benchmark for state proficiency.



2019-2020 List of LEA Allocations

LEAs have the opportunity of multiple funding allocations based on their EL student population. The following table shows funding allocations for: State EL Allocations, State Enhancement Grant Allocations, Federal Title III-A Allocations, and Title III-A Immigrant Allocations.

*Title III-A LEAs for federal monitoring purposes.

LEA Name	EL Student Population (Based on 2019 ELMS data)	State EL Allocations	State Enhancement Grant Allocations	Federal Title III-A Allocations	Federal Title III-A Immigrant Allocations
BOISE INDEPENDENT DISTRICT*	2552	\$554,452	\$83,750	\$264,359	\$81,340
JOINT SCHOOL DISTRICT NO. 2*	1740	\$378,035	\$15,000	\$180,247	\$22,870
NAMPA SCHOOL DISTRICT*	1681	\$365,217	\$83,750	\$174,135	
CALDWELL DISTRICT*	1302	\$282,875		\$134,874	
VALLIVUE SCHOOL DISTRICT*	1118	\$242,898		\$115,814	
JEROME JOINT DISTRICT*	916	\$199,012	\$15,000	\$94,889	
TWIN FALLS DISTRICT*	822	\$178,589	\$30,000	\$85,151	
IDAHO FALLS DISTRICT*	731	\$158,818		\$75,724	
CASSIA COUNTY JOINT DISTRICT*	697	\$151,431		\$72,202	
BLAINE COUNTY DISTRICT*	686	\$149,041		\$71,063	
MINIDOKA COUNTY JOINT DISTRICT*	621	\$134,919		\$64,329	
BONNEVILLE JOINT DISTRICT*	612	\$132,964		\$63,397	
BLACKFOOT DISTRICT*	407	\$88,425	\$83,750	\$42,161	
WENDELL DISTRICT*	333	\$72,348		\$34,496	
AMERICAN FALLS JOINT DISTRICT*	308	\$66,917		\$31,906	
TETON COUNTY DISTRICT*	304	\$66,048		\$31,491	
JEFFERSON COUNTY JOINT DISTRICT*	296	\$64,309		\$30,663	
MOUNTAIN HOME DISTRICT*	267	\$58,009		\$27,659	

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ATTACHMENT 1

ABERDEEN DISTRICT*	242	\$52,577		\$25,069	
KUNA JOINT DISTRICT*	213	\$46,277		\$22,065	
BUHL JOINT DISTRICT*	188	\$40,845		\$19,475	
GOODING JOINT DISTRICT*	188	\$40,845		\$19,475	
WILDER DISTRICT*	185	\$40,193		\$19,164	
FREMONT COUNTY JOINT DISTRICT*	175	\$38,021	\$83,750	\$18,128	
HOMEDALE JOINT DISTRICT*	171	\$37,152		\$17,714	
MADISON DISTRICT*	169	\$36,717		\$17,507	
FRUITLAND DISTRICT*	157	\$34,110	\$15,000	\$16,264	
PAYETTE JOINT DISTRICT*	153	\$33,241	\$15,000	\$15,849	
MARSING JOINT DISTRICT*	147	\$32,372		\$15,435	
SHOSHONE JOINT DISTRICT*	144	\$31,286		\$14,917	
HERITAGE COMMUNITY CHARTER SCHOOL, INC.*	136	\$29,548	\$15,000	\$14,088	
WEISER DISTRICT*	128	\$27,809		\$13,260	
POCATELLO DISTRICT*	123	\$26,723		\$12,742	
SNAKE RIVER DISTRICT*	110	\$23,899		\$11,395	
PARMA DISTRICT*	109	\$23,682		\$11,291	
MIDDLETON DISTRICT*	108	\$23,464		\$11,188	
EMMETT INDEPENDENT DISTRICT*	106	\$23,030	\$15,000	\$10,981	
VALLEY DISTRICT*	101	\$21,943		\$10,463	
SHELLEY JOINT DISTRICT*	100	\$21,726		\$10,359	
COEUR D'ALENE DISTRICT	85	\$17,815			
KIMBERLY DISTRICT	76	\$16,512			
PRESTON JOINT DISTRICT	72	\$15,643			
MOSCOW DISTRICT	69	\$14,991			
GLENNS FERRY JOINT DISTRICT	63	\$13,687			
MELBA JOINT DISTRICT	59	\$12,818			
WEST JEFFERSON DISTRICT	59	\$12,818			
FILER DISTRICT	57	\$12,384			

SUGAR-SALEM JOINT DISTRICT	55	\$11,949			
LAKE PEND OREILLE SCHOOL DISTRICT	48	\$10,429			
POST FALLS DISTRICT	47	\$10,211			
NEW PLYMOUTH DISTRICT	45	\$9,777			
MCCALL-DONNELLY JOINT SCHOOL DISTRICT	44	\$9,560			
MURTAUGH JOINT DISTRICT	44	\$9,560			
FUTURE PUBLIC SCHOOL, INC.	40	\$8,690			
NOTUS DISTRICT	37	\$8,039			
CASTLEFORD DISTRICT	34	\$7,387			
BRUNEAU-GRAND VIEW JOINT SCHOOL DISTRICT	31	\$6,735			
FIRTH DISTRICT	30	\$6,518			
CLARK COUNTY DISTRICT	28	\$6,083			
HERITAGE ACADEMY, INC.	28	\$6,083			
HANSEN DISTRICT	24	\$5,214			
BLACKFOOT CHARTER COMMUNITY LEARNING CENTER, INC.	22	\$4,780			
INSPIRE ACADEMICS, INC.		\$4,780			
DIETRICH DISTRICT	20	\$4,345			
BLISS JOINT DISTRICT	19	\$4,128			
RICHFIELD DISTRICT	19	\$4,128			
LEWISTON INDEPENDENT DISTRICT	18	\$3,911			
THE VILLAGE CHARTER SCHOOL, INC.	18	\$3,911			
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.	17	\$3,693			
HAGERMAN JOINT DISTRICT	16	\$3,476			

PATHWAYS IN EDUCATION - NAMPA, INC.	16	\$3,476			
RIRIE JOINT DISTRICT	16	\$3,476			
THE SAGE INTERNATIONAL SCHOOL OF BOISE, A PUBLIC CHARTER SCHOOL, INC.	16	\$3,476			
VISION CHARTER SCHOOL, INC.	16	\$3,476			
XAVIER CHARTER SCHOOL, INC.	16	\$3,476			
COMPASS PUBLIC CHARTER SCHOOL, INC.	14	\$3,042			
IDAHO VIRTUAL HIGH SCHOOL, INC.	13	\$2,824			
LAKELAND DISTRICT	13	\$2,824			
BOUNDARY COUNTY DISTRICT	12	\$2,607			
IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL, INC.	10	\$2,173			
IDAHO VIRTUAL ACADEMY, INC.	10	\$2,173			
ISUCCEED VIRTUAL HIGH SCHOOL, INC.	10	\$2,173			
NORTH VALLEY ACADEMY, INC.	9	\$1,955			
ONEIDA COUNTY DISTRICT	8	\$1,738			
OROFINO JOINT DISTRICT	8	\$1,738			
ROLLING HILLS PUBLIC CHARTER SCHOOL, INC.	8	\$1,738			
LEGACY PUBLIC CHARTER SCHOOL, INC.	7	\$1,521			
NORTH STAR CHARTER SCHOOL, INC.	7	\$1,521			
GEM PREP: ONLINE LLC		\$1,304			
GRACE JOINT DISTRICT	6	\$1,304			
WHITE PINE CHARTER SCHOOL, INC.	6	\$1,304			

ALTURAS INTERNATIONAL ACADEMY, INC.	5	\$1,086			
BUTTE COUNTY JOINT DISTRICT	5	\$1,086			
CHALLIS JOINT DISTRICT	5	\$1,086			
CHIEF TAHGEE ELEMENTARY ACADEMY, INC.	5	\$1,086			
BASIN SCHOOL DISTRICT	4	\$869			
KELLOGG JOINT DISTRICT	4	\$869			
MEADOWS VALLEY DISTRICT	4	\$869			
MONTICELLO MONTESSORI CHARTER SCHOOL, INC.	4	\$869			
ST MARIES JOINT DISTRICT	4	\$869			
SYRINGA MOUNTAIN SCHOOL, INC.	4	\$869			
THE ACADEMY, INC.	4	\$869			
WEST SIDE JOINT DISTRICT	4	\$869			
CAMAS COUNTY DISTRICT	3	\$652			
IDAHO VIRTUAL EDUCATION PARTNERS, INC.	3	\$652			
LIBERTY CHARTER SCHOOL, INC.	3	\$652			
MARSH VALLEY JOINT DISTRICT	3	\$652			
PEACE VALLEY CHARTER SCHOOL, INC.	3	\$652			
SALMON DISTRICT	3	\$652			
HORSESHOE BEND SCHOOL DISTRICT	2	\$435			
MOUNTAIN VIEW SCHOOL DISTRICT	2	\$435			
SOUTH LEMHI DISTRICT	2	\$435			
THE POCA TELLO COMMUNITY CHARTER SCHOOL, INC.	2	\$435			

VICTORY CHARTER SCHOOL, INC.	2	\$435			
BEAR LAKE COUNTY DISTRICT	1	\$217			
CAMBRIDGE JOINT DISTRICT	1	\$217			
CASCADE DISTRICT	1	\$217			
FALCON RIDGE PUBLIC CHARTER SCHOOL, INC.	1	\$217			
GEM PREP: MERIDIAN, LLC	1	\$217			
IDAHO COLLEGE AND CAREER READINESS ACADEMY, INC.	1	\$217			
IDAHO STEM ACADEMY, INC.	1	\$217			
LAPWAI DISTRICT	1	\$217			
NORTH GEM DISTRICT	1	\$217			
NORTH IDAHO STEM CHARTER ACADEMY, INC.	1	\$217			
SODA SPRINGS JOINT DISTRICT	1	\$217			
TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL, INC.	1	\$217			
THREE CREEK JOINT ELEMENTARY DISTRICT	1	\$217			
WALLACE DISTRICT	1	\$217			
WEST BONNER COUNTY DISTRICT	1	\$217			

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Idaho English Learner Proficiency Update

December 16, 2020

Karen Seay
Director, Federal Programs



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Federal and State Support for English Learners



- Title VI of the Civil Rights Act of 1964
- Idaho Code 33-1617 – English Learner Program Requirements
- Idaho Consolidated State Plan
- Elementary and Secondary Education Act (ESEA), Title III-A
- Consolidated Federal and State Grant Application (CFSGA)

Idaho's Progress to Proficiency Goals

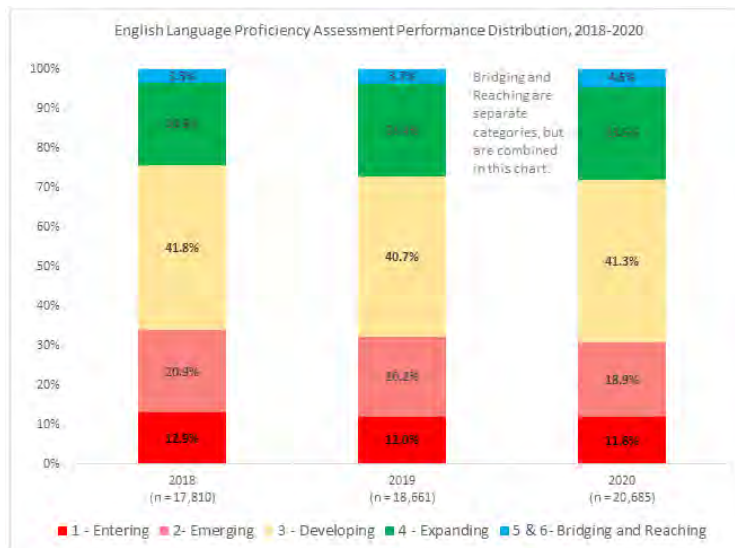


Percent of Students Making Expected Progress toward English proficiency
2018 baseline, 2023 long-term goal, and 2019-2022 interim targets

	2018 Baseline	2019	2020	2021	2022	2023
Interim Targets	74.07%	75.80%	77.53%	79.26%	80.98%	82.71%
State Results		76.36%*	64.2%			

*The new English Learner progress measure was not in place in 2019. The included data are what the results would have been if the calculation was operational and applied to the 2019 data.

English Language Proficiency Assessment Performance



2019-2020 LEA Allocations



State Support for English Learners

# of LEAs	State EL Population	State EL Allocations	State Enhancement Grant Allocations
131	20,086	\$4,369,779	\$455,000

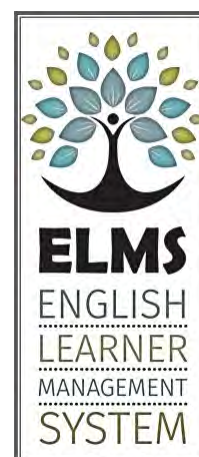
Federal Support for English Learners

# of LEAs	Title III-A Student Population	Federal Title III-A Allocations	Federal Title III-A Immigrant Allocations
39	18,546	\$1,921,389	\$104,210

Idaho EL Program Oversees...



- State and Federal Grant Requirements
- Monitoring visits for Title III-A districts
- State 3-year English Enhancement Grant
- Professional Development Activities
- Imagine Learning EL Contract
- English Learner Management System (ELMS)



Recommendations for Program Progress



1. Increase professional development opportunities for general education teachers who work with EL student.
2. Continue to collaborate with certification department to promote EL endorsements and teachers of color.

Questions? Comments?



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**STATE DEPARTMENT OF EDUCATION
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SUBJECT

Idaho Standard Achievement Test – Blueprint Options

REFERENCE

December 18, 2014	State Board approved the Idaho Academic Achievement Standards, including the Proficiency Level Descriptors and ISAT achievement levels at each proficiency level for grades 3-8 and 11.
February 19, 2015	State Board approved the Idaho Academic Achievement Standards, including the Proficiency Level Descriptors and ISAT achievement levels at each proficiency level for grades 9 and 10; and approved a temporary rule incorporating by reference into IDAPA 08.02.03.004 the ISAT Achievement Standards approved on December 18, 2014.
June 18, 2015	State Board approved a proposed rule amendment to IDAPA 08.02.03.004 incorporating the Idaho Academic Achievement Standards, including Proficiency Level Descriptors and the Idaho Standards Achievement Tests achievement levels for grades 3-11 in mathematics and English language arts.
August 13, 2015	State Board approved the Academic Achievement Standards adding the recommended End of Course proficiency levels for science. An amendment to the June 2015 proposed rule was approved.
August 2018	Board approved the Idaho Standards Achievement Test Achievement Level Descriptors and Idaho Alternate Assessment Achievement Standards and a proposed rule incorporating them into IDAPA 08.02.03 by reference.
November 2018	Board approved pending rule incorporating the Idaho Standards Achievement Test Achievement Level Descriptors and Idaho Alternate Assessment Achievement Standards and a proposed rule incorporating them into IDAPA 08.02.03 by reference.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education, Organization Specific Policies & Procedures, Section IV.B.9
Section 33-1612, Idaho Code
IDAPA 08.02.03: Rules Governing Thoroughness, subsection 004.- Incorporated by Reference and subsection 111 - Assessment in Public Schools

BACKGROUND/DISCUSSION

Idaho is part of the Smarter Balanced Assessment Consortium (Consortium) that develops test items (questions), blueprints, and established achievement levels

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with significant input from Idaho teachers. Idaho was part of the original grant to develop a balanced assessment system that includes the summative assessment as well as interim assessments and formative assessment resources to support teaching and learning.

The ISAT administration was canceled in Spring 2020 as a result of the COVID-19 Pandemic, and subsequent school building closures. The Consortium responded by developing resources to support teachers in their transition to remote teaching, and using the comprehensive assessment system in both synchronous and asynchronous models. The Consortium also designed an interim assessment playbook for Fall 2020, to help educators immediately address learning needs of their students. At the Fall 2020 consortium collaboration conference, consortium members approved an adjusted test blueprint for both English language arts/literacy and mathematics, providing states with flexibility in administering assessments in spring 2021.

An assessment blueprint defines the knowledge and skills students are asked to demonstrate on the assessment. The adjusted blueprint available to member states were derived based on the adopted Smarter Balanced assessment blueprints. The computer adaptive portion of the blueprint was reduced by approximately 50% in each claim. Performance tasks were not adjusted as they are designed to be integrated tasks.

The adjusted blueprint remains valid because the blueprint has comparable proportional allocation of content across the claims, while also maintaining the same proportion of depth of knowledge in the items.

Students would receive a total score, the precision of which should be slightly less, but comparable to prior years, but students would not receive claim level scores. Teachers would receive claim and target level scores for groups of students to inform instructional practices and identify opportunities to refine programs.

IMPACT

The adjusted blueprint option can reduce testing time, equipment and bandwidth use, while providing comparable data to prior years. The results from the adjusted blueprint can be included in the statewide accountability system. The test delivery vendor may pass on costs for the development of the test administration package, but this is not known at the present time. Considerations for the use of test scores in teacher evaluations should be rigorously evaluated, particularly if the test is administered remotely.

ATTACHMENTS

Attachment 1 – ISAT Full and Adjusted Form Blueprints

BOARD STAFF COMMENTS AND RECOMMENDATIONS

IDAPA 08.02.03.111 establishes the state's comprehensive assessment system and identifies each required statewide assessment and the grades in which they are administered. The Idaho Standards Achievement Test (ISAT) is the assessment the state uses to measure student achievement and growth toward meeting their applicable grade level standards. ISAT has been identified in IDAPA 08.02.03 as the comprehensive assessment system for measuring student achievement toward the state content standards since 2001. Over the years, the grade ranges the assessment has been administered in and the times per year it is administered have been amended to address different fiscal or policy concerns. The assessment has been developed by different vendors each time it has been amended to align with the applicable content standards, which have been updated over the years. The current version of the assessment was developed by the Smarter Balanced Assessment Consortium and input from the states that make up the consortium. Idaho is a governing member state of the consortium. The assessment itself is administered through a contract with AIR by the State Department of Education. As part of Idaho's participation in the Consortium, Idaho has access to updated test questions, as well as technical assistance and additional assessment resources. This partnership has been a valuable resource in helping to keep the ISAT up to date and relevant without having to go through the expense of developing a new assessment.

The current version of the ISAT is comprised of claims and targets that together can be used to identify student achievement levels. The claim is a broad statement that outlines the outcomes achieved with mastery of the standards being measured. Within each claim are a variety of assessment targets that further clarify the knowledge and specific skills that cross over a cluster of standards. The following is an example of claims aligned to the mathematics standard in grade 5:

- Claim 1 - Concepts and Procedures
"Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency."
- Claim 2 - Problem Solving
"Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies."
- Claim 3 - Communicating Reasoning
"Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others."
- Claim 4 - Modeling and Data Analysis
"Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems."

In response to the COVID-19 pandemic and the impact this has had on states' ability to administer their statewide-standardized achievement tests, the Consortium has worked with its member states to develop a non-adaptive single

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form version of the assessment that can be used as part of the Smarter Balanced assessment system. Prior to the Board considering use of this assessment for the 2021 spring administration of the ISAT, additional information will be needed from the U.S. Department of Education around whether or not Idaho must choose to use the existing assessment for all students or if Idaho can use either assessment based on the school district or charter school's unique circumstances.

BOARD ACTION

This item is for informational purposes only.

2020-21 SUMMATIVE ASSESSMENT FULL FORM AND ADJUSTED FORM BLUEPRINTS FOR ELA/LITERACY AND MATHEMATICS

For 2020-21, member states have the option to administer either the Smarter Balanced summative assessment full form blueprint or the Smarter Balanced summative assessment adjusted form blueprint for ELA/literacy and mathematics.

The [Smarter Balanced Summative Assessment for ELA/literacy blueprint](#) for the full form is available in the Smarter Content Explorer. Table 3 summarizes the number of items by claim for the full form.

Table 1. Smarter Balanced Summative Assessment for ELA Full Form Blueprint: Number of Items by Claim

Claim	Grades 3–5 CAT	Grades 3–5 PT	Grades 6–8 CAT	Grades 6–8 PT	Grade 11 CAT	Grade 11 PT
Total	36–39	4*	36–40	4*	37–39	4*
1. Reading	14–16	0	14–17	0	15–16	0
2. Writing	6	3	6	3	6	3
3. Listening	8–9	0	8–9	0	8–9	0
4. Research/Inquiry	8	1	8	1	8	1

* PT full write item is counted as 3 items

Table 2 summarizes the number of items by claim for the Smarter Balanced Summative Assessment for ELA adjusted form blueprint.

Table 2. Smarter Balanced Summative Assessment for ELA Adjusted Form Blueprint: Number of Items by Claim

Claim	Grades 3–5 CAT	Grades 3–5 PT	Grades 6–8 CAT	Grades 6–8 PT	Grade 11 CAT	Grade 11 PT
Total	20	4*	22	4*	22	4*
1. Reading	8	0	10	0	10	0
2. Writing	4	3	4	3	4	3
3. Listening	4	0	4	0	4	0
4. Research/Inquiry	4	1	4	1	4	1

*PT full write item is counted as 3 items

The [Smarter Balanced Summative Assessment for Mathematics blueprint](#) for the full form is available in the Smarter Content Explorer. Table 3 summarizes the number of items by claim for the full form.

Table 3. Smarter Balanced Summative Assessment for Mathematics Full Form Blueprint: Number of Items by Claim

Claim	Grades 3–5, 7, 8 CAT	Grades 3–5, 7, 8 PT	Grade 6 CAT	Grade 6 PT	Grade 11 CAT	Grade 11 PT
Total	31–34	4–6	30–34	4–6	33–36	4–6
1. Concepts and Procedures	17–20	0	16–20	0	19–22	0
2. Problem Solving	3	1–2	3	1–2	3	1–2
3. Communicating Reasoning	8	0–2	8	0–2	8	0–2
4. Modeling and Data Analysis	3	1–3	3	1–3	3	1–3

Table 4 summarizes the number of items by claim for the Smarter Balanced Summative Assessment for Mathematics adjusted form blueprint.

Table 4. Smarter Balanced Summative Assessment for Mathematics Adjusted Form Blueprint: Number of Items by Claim

Claim	Grades 3–5, 7, 8 CAT	Grades 3–5, 7, 8 PT	Grade 6 CAT	Grade 6 PT	Grade 11 CAT	Grade 11 PT
Total	17	4–6	16–17	4–6	18	4–6
1. Concepts and Procedures	10	0	9–10	0	11	0
2. Problem Solving	1	1–2	1	1–2	1	1–2
3. Communicating Reasoning	4	0–2	4	0–2	4	0–2
4. Modeling and Data Analysis	2	1–3	2	1–3	2	1–3

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SUBJECT

Student Engagement Surveys

REFERENCE

December 2015	Board was updated on the status of the Every Student Succeeds Act and the process the Department will conduct in bringing forward to the Board a new Federal Consolidated State Plan.
August 2016	Board received recommendations from the Accountability Oversight Committee on a new state accountability system. The Board approved the proposed rule setting out the new accountability framework that will be used for both state and federal accountability.
August 2016	Board approved proposed rule establishing the new statewide accountability system.
November 2016	Board approved pending rule creating the new statewide accountability system based on the Governor's K-12 Task Force recommendations, Accountability Oversight Committee Recommendations and public input gathered by Board staff through public forums held around the state.
June 2017	Board received an update on Idaho's Consolidated State Plan and provided input and feedback.
August 2017	Board approved Idaho's Every Student Succeeds Act Consolidated Plan and directed the Department to submit the plan to the U.S. Department of Education, including the use of a student survey in school identification for K-8 schools.
February 2018	Board approved use of AdvancED Student Engagement Surveys in grades 3-8 for the 2017-2018 school year.
August 2018	Board approved questions and student engagement surveys for grades 3 – 12 beginning in the 2018-2019 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.A.
Section 33-110, Idaho Code
IDAPA 08.02.03 – Section 112, Accountability

BACKGROUND/DISCUSSION

The new state accountability system was established through the rulemaking process in 2016 and accepted by the Legislature in 2017, becoming effective for the 2017-2018 school year. The accountability framework includes engagement surveys for students in grades 3-12.

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The Board approved the use of the existing AdvancED student engagement survey to fulfill this requirement. AdvancED, now operating as Cognia, regularly reviews the survey to identify potential improvements. Based on this standard review process, Cognia is modifying the student engagement survey for the school year 2020-2021 administration in the following ways:

- Moving from 20 to 21 items so that there are 7 questions per domain (Cognitive, Behavioral, Emotional)
- Eliminating the “Mixed” category rating
- Moving from 5 response options per item to 6 response options per item
- Reducing the grade-level for readability on several items.

The full text of the updated survey will be provided to Board members separately to maintain required confidentiality for the survey content while it is finalized as it is proprietary content.

IMPACT

To maintain the current costs and ensure access to the full range of reporting options, the state would need to use the updated survey rather than maintaining the previous iteration. The results from the updated survey will be reported using the same outcome metrics as in previous years to maintain comparability and usability in the accountability calculations.

ATTACHMENTS

Attachment 1 – Student Engagement Survey Presentation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to IDAPA 08.02.03.112, starting in the 2018-2019 school year, parent, student and teacher satisfaction, and engagement surveys are required measures of school quality for all grade ranges as part of the state accountability system. The student satisfaction and engagement survey was partially implemented for students in grades 3 through 8 for the 2017-2018 school year. In August 2018 the Board approved AdvancED’s student engagement survey for use in grades 3 through 12. The engagement survey has been in place for two years and questions have been raised about the value of it as part of the state accountability system. During this time, Board staff conducted a number of public forums around the state to discuss with local communities what they felt was important in a statewide accountability system. In addition to measuring student and parent engagement as a concept, groups also talked about student attendance as a measure of student engagement and the impacts chronic absenteeism have on student achievement and growth. At the time, there was concern expressed by school personnel about being held accountable for something that is impacted equally by influences outside the school as within the school itself. Based on this input, attendance/absenteeism was not included in the statewide accountability framework, and parent and student engagement was included as a measure of

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school quality. Now that the student engagement survey has been in place for two years, the Board may want to look at the value that it has as a state accountability measure and the use of these data at the state level.

Staff recommends approval of the updated survey at this time and that the Board include the evaluation of this measure in future work on evaluating the effectiveness of the state accountability framework.

BOARD ACTION

I move to approve the updated student engagement surveys for students in grades 3-12, beginning in the 2020-2021 school year.

Moved by___ Seconded by_____ Carried Yes _____ No_____



Student Engagement Survey

December 16, 2020

Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Background



- ESSA requires a school quality or student success indicator as part of its system of annual meaningful differentiation
- Idaho adopted AdvancED's (now Cognia) student engagement survey
 - All students in grades 3-12 participate
 - Identification metric for K-8 schools

2019-2020 Assessment & Accountability Update | 2

Background



- Three versions of the survey
 - 3-5
 - 6-8
 - 9-12
- Same general content, age appropriate language

2019-2020 Assessment & Accountability Update | 3

Background



- Approve updated student engagement surveys for students in grades 3-12, beginning in the 2020-2021 school year
 - Separate from any larger conversations about the school quality and student success indicator for future years

2019-2020 Assessment & Accountability Update | 4



Updates to the Survey

2019-2020 Assessment & Accountability Update | 5

Update Process



- Updates based on standard review/revision process
- Cognia piloted the new version from mid-October to mid-November
 - 30,000 students

2019-2020 Assessment & Accountability Update | 6

Changes



Previous Version

- 20 questions
- Five pre-populated response options

New Version

- 21 questions
- Six pre-populated response options
- Reduced reading complexity level

2019-2020 Assessment & Accountability Update | 7

Changes



- More general wording/content changes
 - Improve alignment to engagement levels and domains
 - Better capture student actions
 - Remove references to teacher perceptions or specific school locations

2019-2020 Assessment & Accountability Update | 8

Questions Aligned to Engagement Domains



- Each question associated with one of three engagement domains
 - **Behavior** - A student's behavior or effort in the classroom.
 - Attendance, suspension, participating in school activities, being on time, etc.
 - **Cognitive** - A student's investment in learning.
 - Time on task, homework completion, engaging in class activities, relevance of schoolwork, value of learning, etc.
 - **Emotional** - A student's emotions or feelings about the classroom and school; a student's enjoyment of and sense of belonging to a school.
 - Identification with school, school connectedness.

Definitions from https://sde.onlinehelp.cognia.org/wp-content/uploads/sites/21/2019/09/studentengagementsurvey-sample-summaryreport_FINAL.pdf

2019-2020 Assessment & Accountability Update | 9

Categorizing Engagement



- Each response option associated with one of three levels of engagement
 - Committed
 - Compliant
 - Disengaged
- Students categorized as Committed, Compliant or Disengaged in each domain based on most common response type

2019-2020 Assessment & Accountability Update | 10

Board Review



- Revised copy provided separately to Board members for review
 - Maintain required confidentiality

2019-2020 Assessment & Accountability Update | 11

Questions?



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Supporting Schools and Students to Achieve
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Professional Standards Commission Annual Report 2019-2020

REFERENCE

December 2017	Board approved Professional Standards Commission Annual Report 2016-2017
December 2018	Board approved Professional Standards Commission Annual Report 2017-2018
December 2019	Board accepted Professional Standards Commission Annual Report 2018-2019

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1208, 33-1251, 33-1252, 33-1253, 33-1254, and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The 1972 state legislature established the Professional Standards Commission (PSC). This legislative action combined the Professional Practices Commission, established by the state legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education. The PSC consists of 18 constituency members appointed for terms of three years, the membership of which is prescribed in Section 33-1252, Idaho Code:

- Secondary or Elementary Classroom Teacher (5)
- Exceptional Child Teacher (1)
- School Counselor (1)
- Elementary School Principal (1)
- Secondary School Principal (1)
- Special Education Director (1)
- School Superintendent (1)
- School Board Member (1)
- Public Higher Education Faculty Member (2)
- Private Higher Education Faculty Member (1)
- Public Higher Education Letters and Sciences Faculty Member (1)
- State Career & Technical Education Staff Member (1)
- State Department of Education Staff Member (1)

The PSC publishes an annual report following the conclusion of each fiscal year to inform the State Board of Education of the PSC's accomplishments.

IMPACT

This report informs the State Board of Education of the accomplishments of the Professional Standards Commission at the conclusion of each fiscal year.

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ATTACHMENTS

Attachment 1 – PSC Annual Report 2019-2020

Attachment 2 – PSC Annual Report 2019-2020 Presentation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Professional Standards Commission is established through Section 33-1252, Idaho Code. The commission is made up of 18 members appointed by the State Board of Education. Membership is made up of individuals representing the teaching profession in Idaho, including a staff person from the Department of Education and the Division of Career Technical Education. No less than seven members must be certificated classroom teachers, of which at least one must be a teacher of exceptional children and one must serve in pupil personnel services. The purpose of the Professional Standards Commission is to make recommendations regarding professional codes and standards of ethics to the State Board of Education and is authorized to investigate complaints regarding the violation of such standards and makes recommendations to the Board in areas of educator certification and educator preparation standards.

The Professional Standards Commission report includes the number of alternative authorizations for interim certificates that have been issued during the previous school year. Interim certificates are issued to all individuals who are approved for an alternate authorization or non-traditional route to certification. There are currently four non-traditional preparation programs approved in Idaho: American Board for Certification of Teacher Excellence (ABCTE), Teach for America (TFA) College of Southern Idaho, and Lewis-Clark State College. Alternate Authorizations are also available for existing instructional staff as an expedited route for adding endorsements to an existing certificate or as a route for earning a new certificate, such as an administrator or pupil service staff certificate. There are four alternative authorization options educators may use to add an endorsement to an existing certificate. These include:

- Assurance from an approved educator preparation program that the individual is competent in the field they are seeking the endorsement in,
- National Board Certification in the content specific area they are seeking endorsement in,
- Earning a graduate degree in the content specific area they are seeking endorsement in, or
- Proof of competency in the content specific area through a Board approved assessment.

Alternate authorizations for certification are available through three pathways in addition to the Board-approved non-traditional routes to certification. These include:

- Teacher to New Certification – this route is available to individuals with an existing certification to add an additional certification. Examples would be a teacher with an instructional staff certificate adding an occupational specialist certificate so they could teach both career technical and non-

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career technical courses, or an individual with an instructional staff certificate adding a pupil service staff certificate with a school counselor endorsement. This alternative authorization should not be confused with the alternative route for adding new endorsements to an existing certificate.

- Content Specialist – this route provides an expedited route to certification for individuals who are uniquely qualified in a subject area but have not gone through a traditional educator preparation route. An example would be an individual with industry experience in a content area or has deep content knowledge, such as a degree in engineering but did not go through a traditional educator preparation program. While this route was originally used primarily for filling vacancies in emergency situations, it was amended a few years ago to recognize not all quality educators enter the classroom through a traditional route and to allow non-traditional candidates to enter the classroom while still ensuring they meet quality standards.
- Pupil Service Staff – this route provides a mechanism for school districts to fill pupil service staff positions when they cannot find someone with a correct endorsement or certification.

Individuals on any of the Alternate Routes receive an up to three-year non-renewable interim certificate. During their time on the interim certificate they must complete the requirements of their chosen alternative route preparation program. This program could range from a formal alternative route preparation program with a Board-approved educator preparation program or could be an individual agreement developed by a consortium comprised of the certificate holder, designee from an approved educator preparation program, and a representative of the school district. For the Content Specialist route, it is the responsibility of the school district to assure the individual is qualified to teach in the area of identified need and that they are making adequate annual progress toward standard certification while on the interim certificate.

BOARD ACTION

I move to accept the Professional Standards Commission 2019-2020 Annual Report as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PROFESSIONAL STANDARDS COMMISSION

ANNUAL REPORT

2019-2020



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INTRODUCTION

The 1972 state legislature established the Professional Standards Commission (PSC). This legislative action combined the Professional Practices Commission, established by the state legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education. The Commission consists of 18 constituency members appointed or reappointed for terms of three years:

- Secondary or Elementary Classroom Teacher (5)
- Exceptional Child Teacher (1)
- School Counselor (1)
- Elementary School Principal (1)
- Secondary School Principal (1)
- Special Education Director (1)
- School Superintendent (1)
- School Board Member (1)
- Public Higher Education Faculty Member (2)
- Private Higher Education Faculty Member (1)
- Public Higher Education Letters and Sciences Faculty Member (1)
- State Career & Technical Education Staff Member (1)
- State Department of Education Staff Member (1)

For further detail regarding the establishment and membership of the Professional Standards Commission, see Idaho Code §33-1252.

PSC Vision

The PSC will continue to provide leadership for professional standards and accountability in Idaho's schools. We will handle that responsibility with respect and in a timely fashion. We will nurture positive relationships and collaborative efforts with a wide range of stakeholders. We will be a dynamic force and a powerful voice advocating on behalf of Idaho's children.

PSC Mission

The PSC makes recommendations to the State Board of Education and renders decisions that provide Idaho with competent, qualified, ethical educators dedicated to rigorous standards, pre-K-12 student achievement, and improved professional practice.

Statutory Responsibilities of the Professional Standards Commission

The professional standards commission may conduct investigations on any signed allegation of unethical conduct of any teacher brought by:

An individual with a substantial interest in the matter, except a student in an Idaho public school; or

A local board of trustees.

Idaho Code §33-1209

The commission shall have authority to adopt recognized professional codes and standards of ethics, conduct and professional practices which shall be applicable to teachers in the public schools of the state, and submit the same to the state board of education for its consideration and approval. Upon their approval by the state board of education, the professional codes and standards shall be published by the board.

Idaho Code §33-1254

The commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the state board of education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state.

Idaho Code §33-1258

Professional Standards Commission Membership

During the 2019-2020 academic year, the PSC met five times: September, November, January, April, and June. The following individuals served as members of the PSC:

Name	Agency	Member Representation
Clara Allred	Twin Falls	Special Education Administrator
Iris Chimburas	Lapwai School District #341	Elementary Classroom Teacher
Steve Copmann	Cassia County School District #151	Secondary School Principal
Kathy Davis, Chair	St. Maries School District #41	Secondary Classroom Teacher
Kristi Enger	Idaho Career & Technical Education	Career & Technical Education
Mary Flores	Lewis Clark State College	Public Higher Education – Letters and Sciences
Mark Gorton	Lakeland School District #272	Secondary Classroom Teacher
Mark Haynal	Lewis Clark State College	Public Higher Education
Marjean Lewis	Idaho Falls	School Superintendent
Charlotte McKinney	Mountain View School District #244	Secondary Classroom Teacher
Peter McPherson	Idaho State Department of Education	Department of Education
Terah Moore	College of Idaho	Private Higher Education
Karen Pyron	Butte County School District #111	Idaho School Boards Association
Elisa Saffle	Bonneville School District #93	Elementary School Principal
Marianne Sletteland	Moscow School District #281	Exceptional Child Teacher
Jennifer Snow	Boise State University	Public Higher Education
Topher Wallaert	Mountain Home School District #193	Elementary Classroom Teacher
Mike Wilkinson, Vice Chair	Twin Falls School District #411	School Counselor

Lisa Colón Durham served as administrator for the PSC from July 1, 2019 to June 30, 2020.

INTERNAL OPERATION OF THE COMMISSION

The PSC has four standing committees with specific duties:

1. Authorizations Committee

- Reviews and makes recommendations to the PSC regarding:
 - Approval of alternative authorizations to teach, serve as an administrator, or provide pupil service staff services.
 - *Alternative Authorization – Content Specialist:* Allows a candidate who does not hold a valid Idaho credential to serve in an assignment while they work toward obtaining the applicable certificate/endorsement.
 - *Alternative Authorization – Pupil Service Staff:* Allows a candidate who does not hold a valid Idaho credential to service in an assignment that requires the Pupil Service Staff Certificate while they work toward obtaining the applicable endorsement.
 - *Alternative Authorization – Teacher to New:* Allows a candidate who already holds a valid Idaho credential to serve in an assignment while they work toward obtaining the applicable certificate/endorsement.
 - *Emergency Provisional Certificate:* Allows a candidate who does not hold a valid Idaho credential to serve in an assignment for one year that requires certification/endorsement in an emergency situation.
 - Policies and procedures for alternative authorizations;
 - The development and publishing of certification reports as needed.

2. Budget Committee

- Develops a yearly budget.
- Monitors and makes recommended revisions to the annual budget.

3. Executive Committee

- Reviews, maintains, and revises the Code of Ethics for Idaho Professional Educators as needed.
- Determines if there is probable cause to pursue discipline against a certificated educator for alleged unethical conduct.

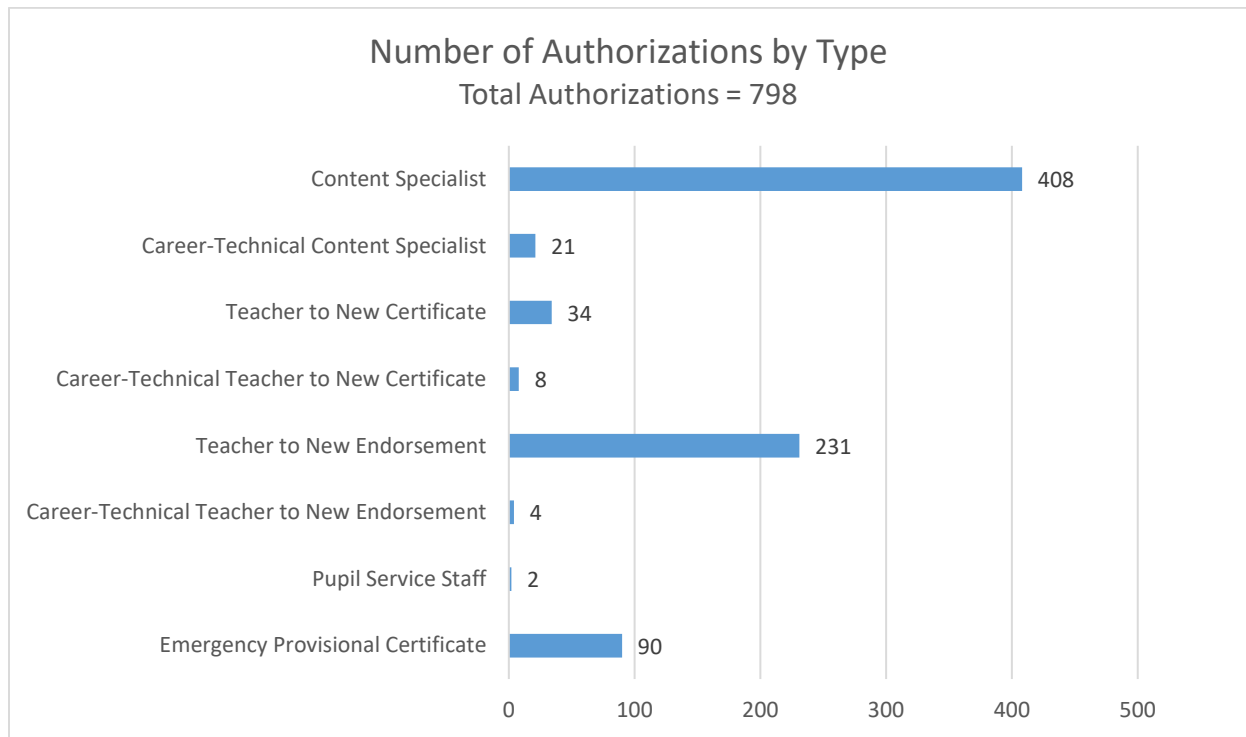
4. Standards Committee

- Develops recommendations for preservice educator standards for consideration by the State Board of Education.
- Develops, maintains, and implements review processes for educator preparation programs for consideration by the State Board of Education including:
 - Annual review of approximately 20 percent of state educator preparation standards, certificates and endorsements;
 - Coordination of national recognition and national program accreditation (Council for the Accreditation of Educator Preparation or CAEP) with state program review to assure graduates of the program meet state preparation standards;
- Develops and provides recommendations to the PSC for educator assessment(s) and qualifying scores for consideration by the State Board of Education.
- Develops and provides recommendations to the PSC for educator certificate and endorsement requirements for consideration by the State Board of Education.

ALTERNATIVE AUTHORIZATIONS

Local school districts, including charter schools or other educational agencies, may request approval of an alternative authorization for an individual to fill a certificated position when he/she does not presently hold an appropriate Idaho educator certificate/endorsement. The individual must have a plan that leads to certification in the assigned area.

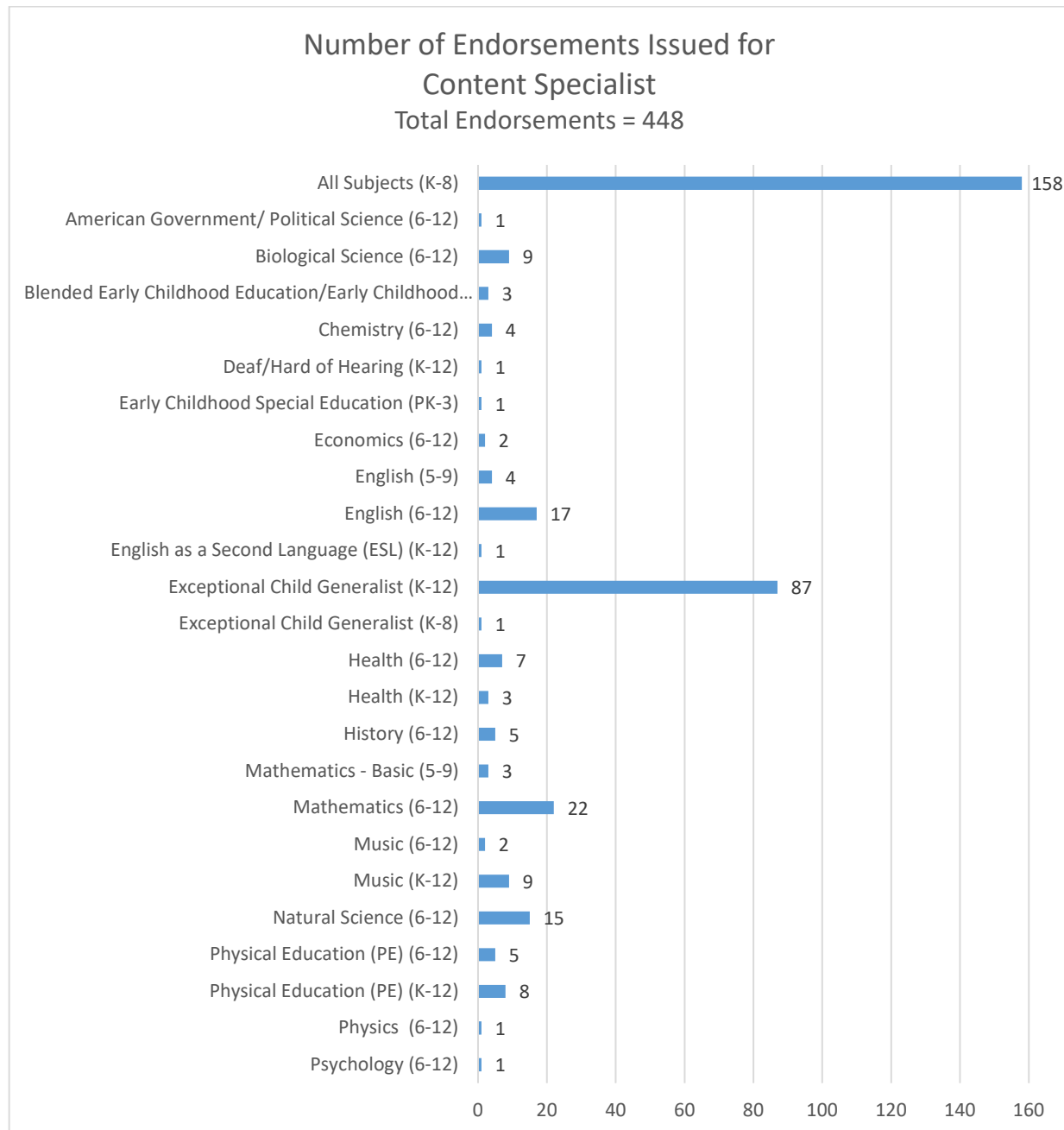
For further detail regarding alternative authorizations, see [Alternative Authorizations website](#).

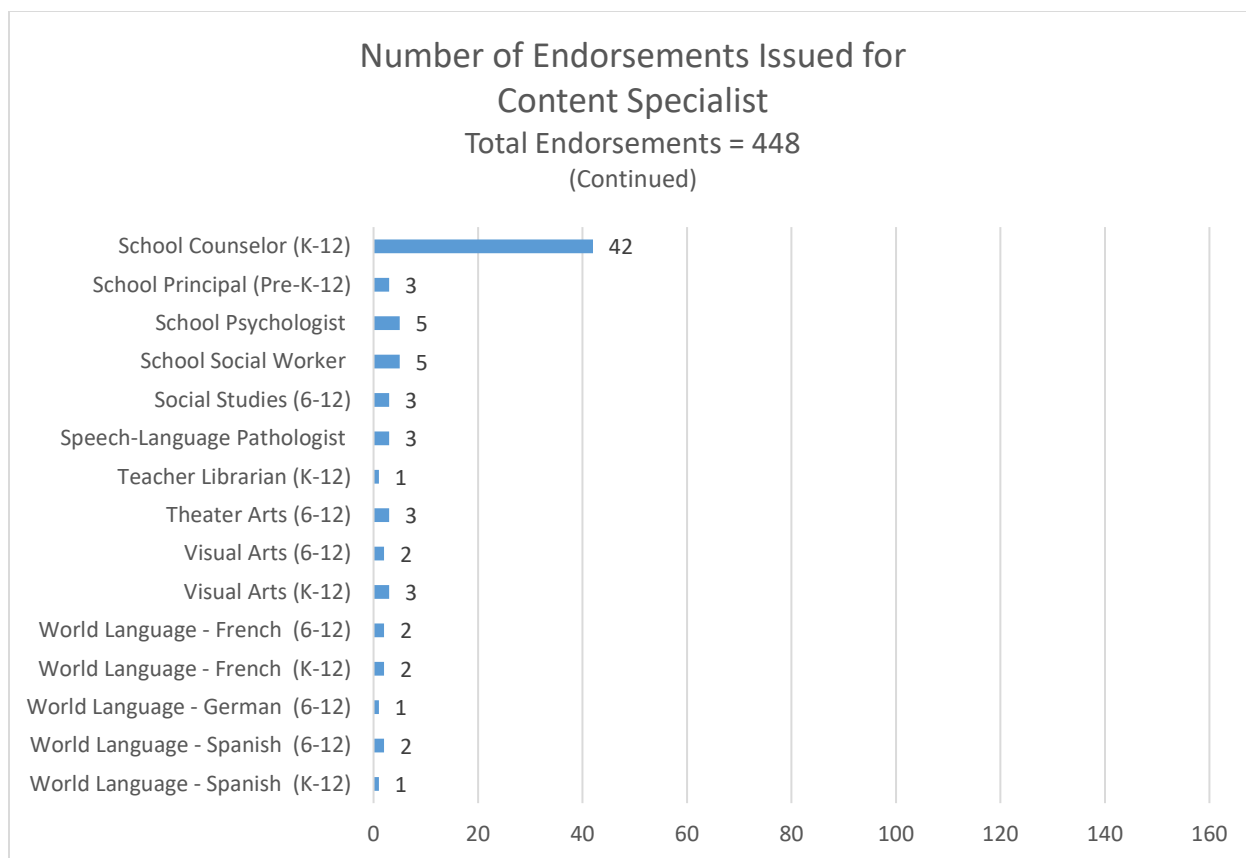


There were 20,458 total certificated educators employed statewide during the 2019-2020 school year. The percentage of educators working with an alternative authorization was 3.90% percent.

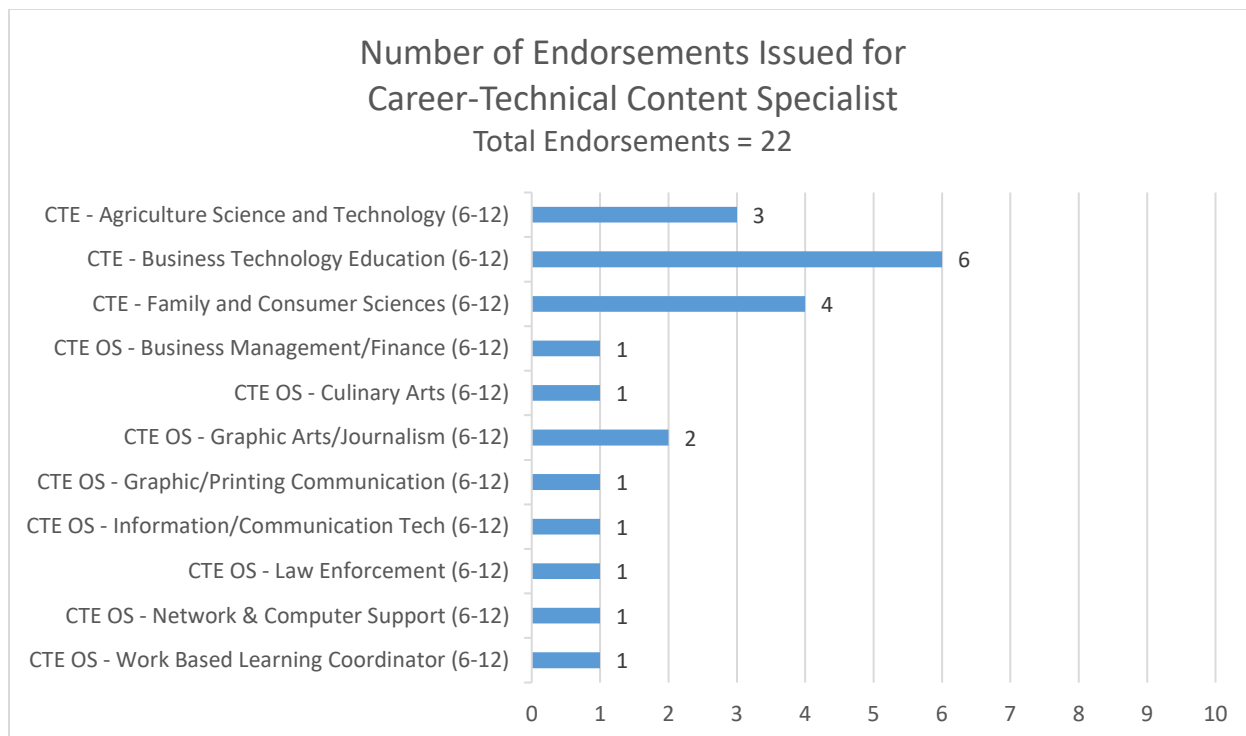
REQUESTS FOR CONTENT SPECIALIST AUTHORIZATIONS

The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who does not hold a valid Idaho credential to serve in an assignment that requires certification/endorsement. The district must show that the candidate is uniquely qualified to serve in the assignment while the candidate works toward obtaining the applicable certificate/endorsement. There were 408 Content Specialist authorizations with 448 total endorsements issued during the 2019-2020 school year.



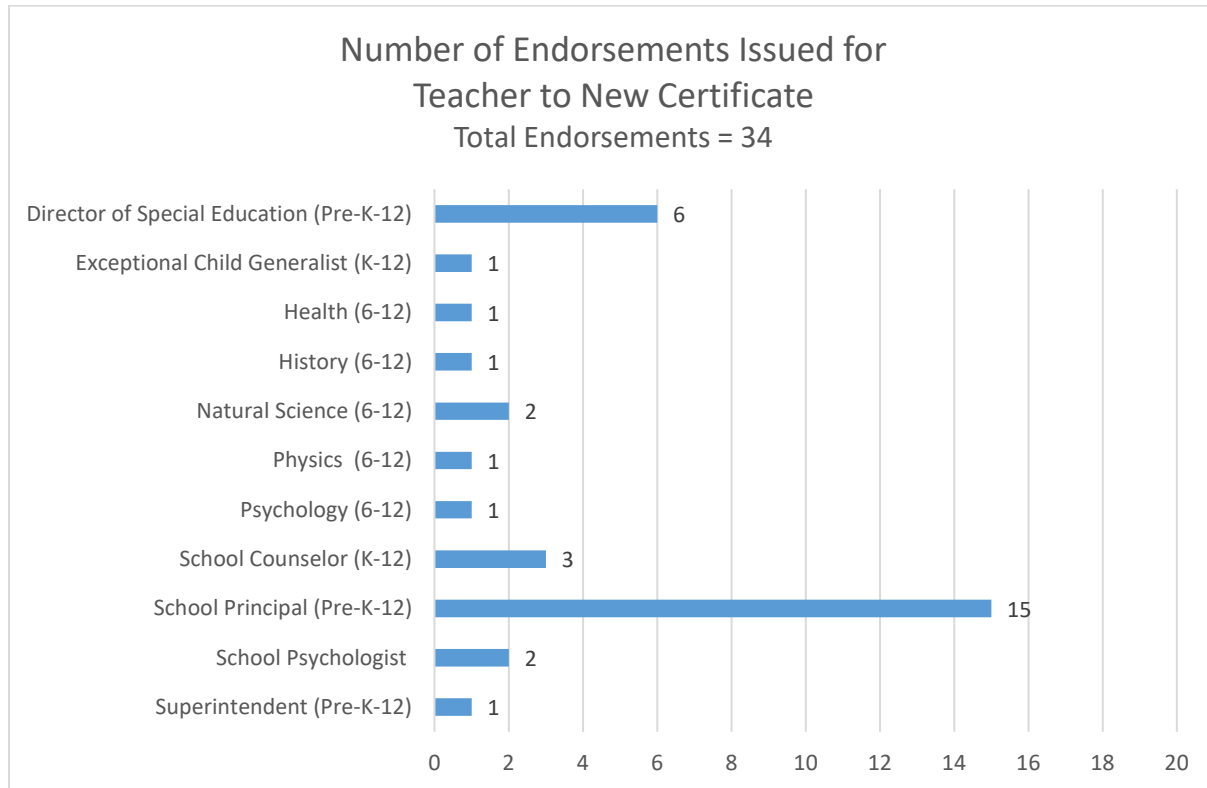


There were 21 Career-Technical Content Specialist authorizations with 22 total endorsements issued during the 2019-2020 school year.

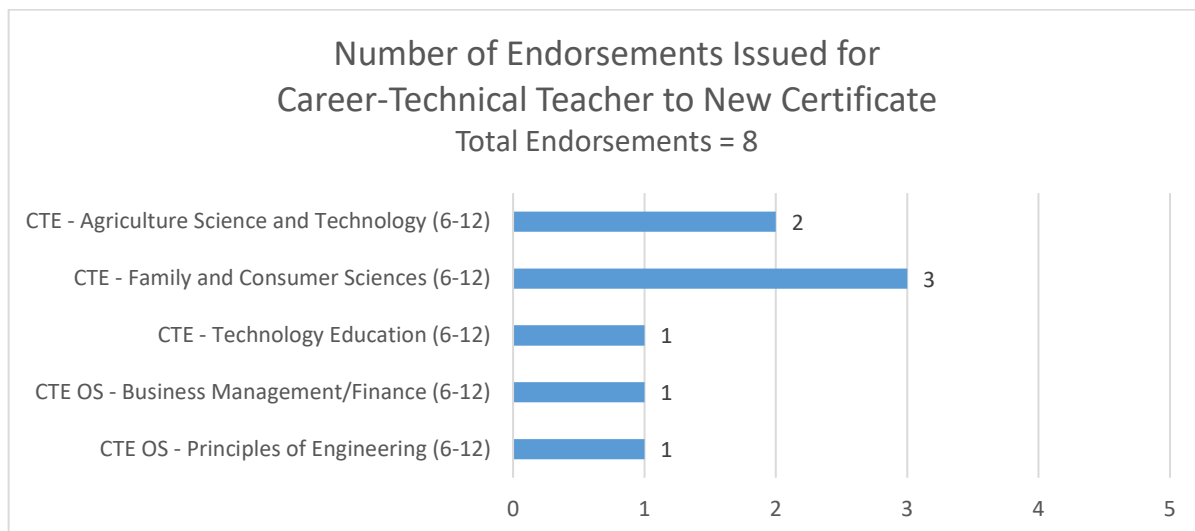


REQUESTS FOR TEACHER TO NEW CERTIFICATE AUTHORIZATIONS

The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who holds a valid Idaho credential to serve in an assignment for which the candidate does not hold the appropriate certificate and endorsement. There were 34 Teacher to New Certificate authorizations with 34 total endorsements issued during the 2019-2020 school year.

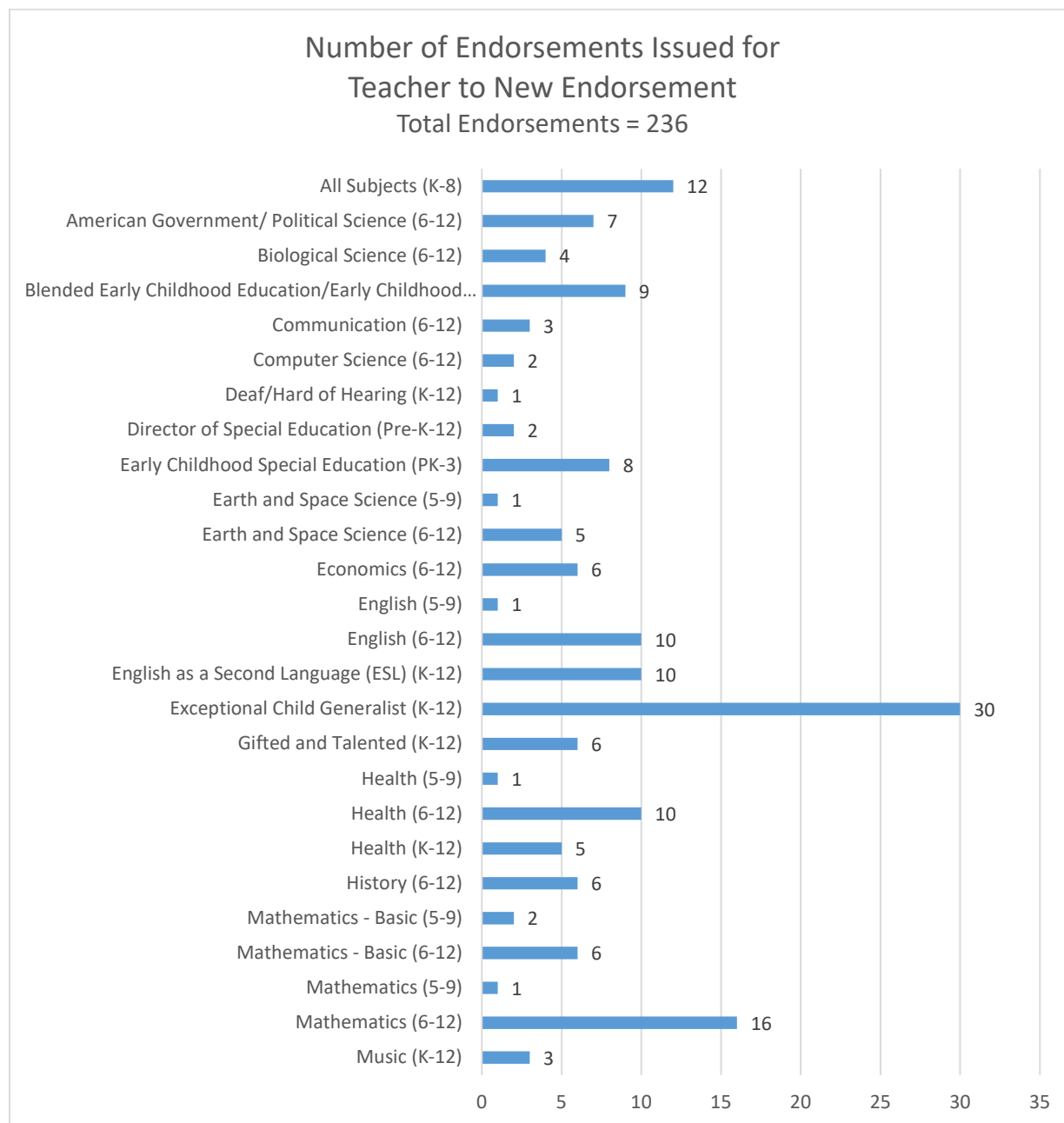


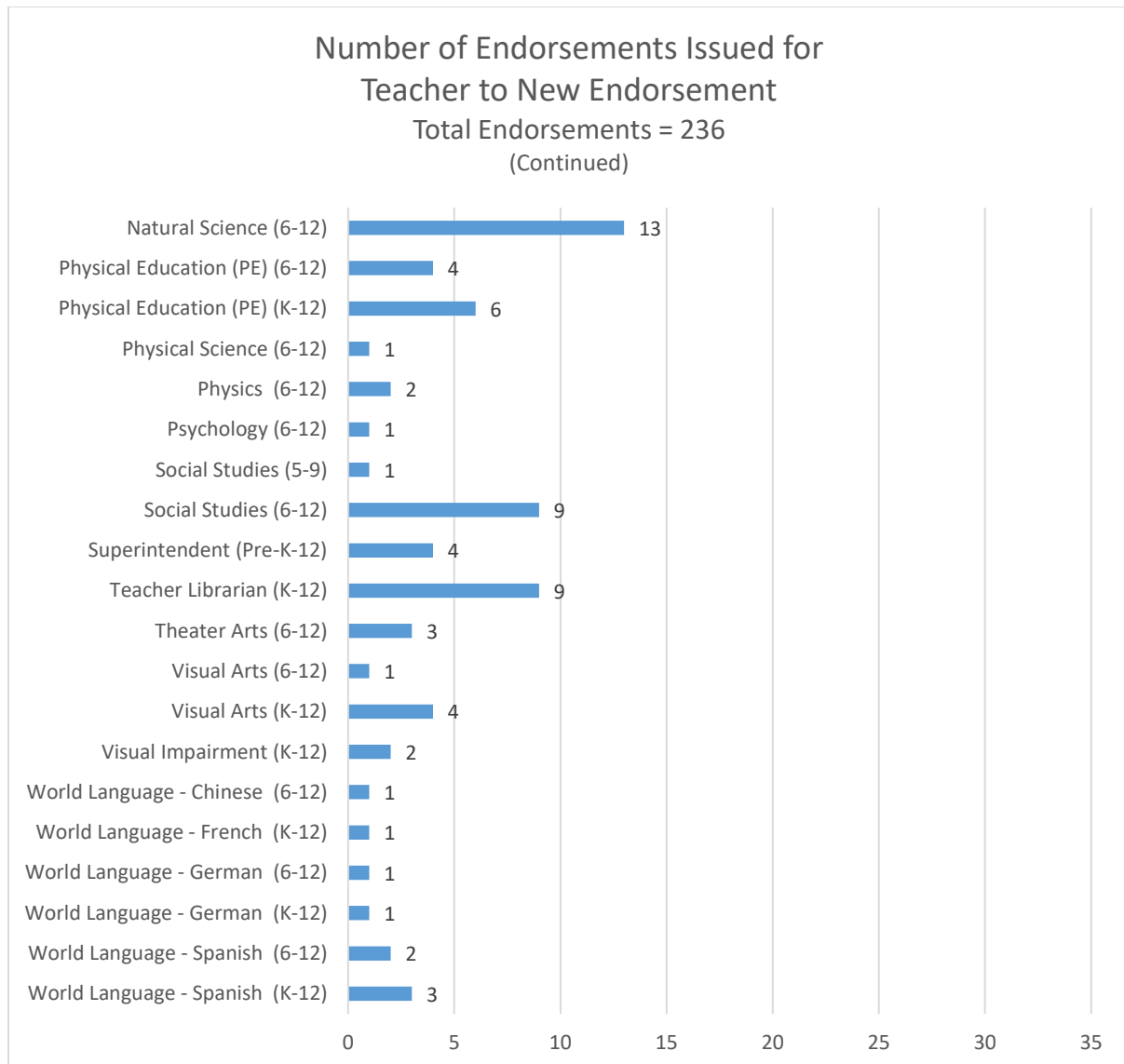
There were 8 Career-Technical Teacher to New Certificate authorizations with 8 total endorsements issued during the 2019-2020 school year.



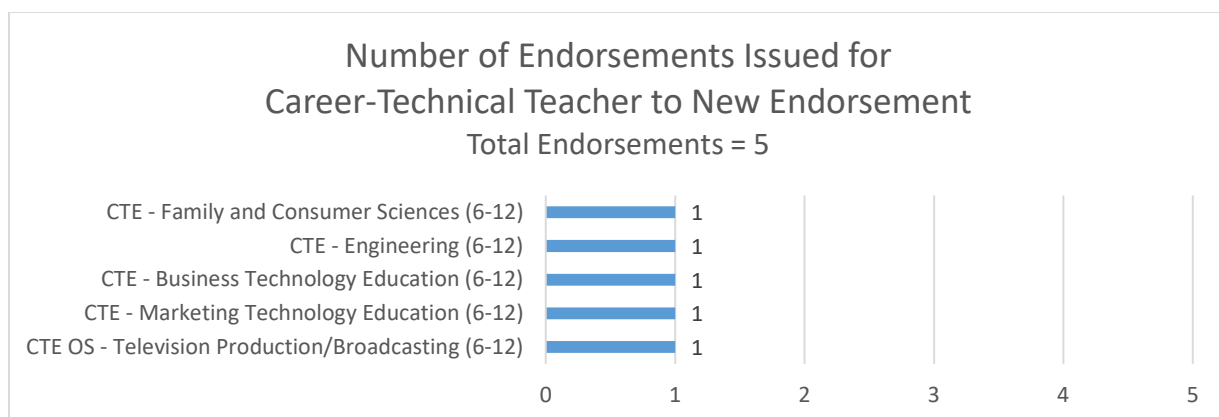
REQUESTS FOR TEACHER TO NEW ENDORSEMENT AUTHORIZATIONS

The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who holds a valid Idaho credential to serve in an assignment for which the candidate does not hold the appropriate endorsement. There were 231 Teacher to New Endorsement authorizations with 236 total endorsements issued during the 2019-2020 school year.



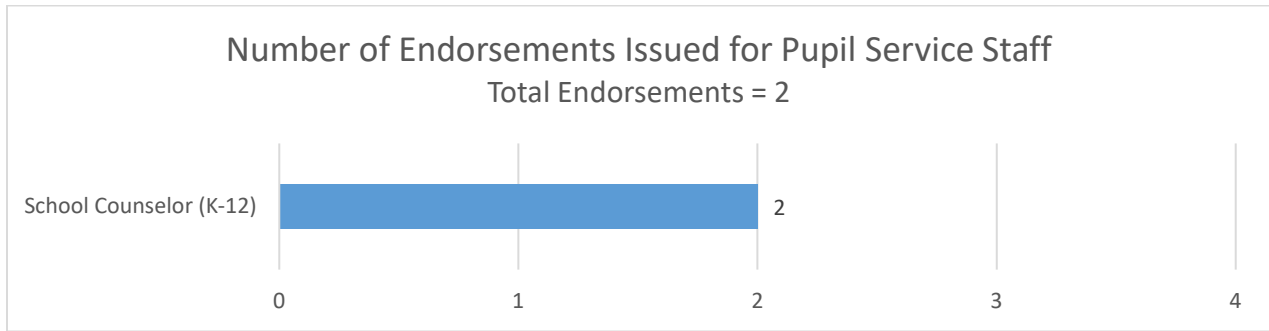


There were 4 Career-Technical Teacher to New Endorsement authorizations with 5 total endorsements issued during the 2019-2020 school year.



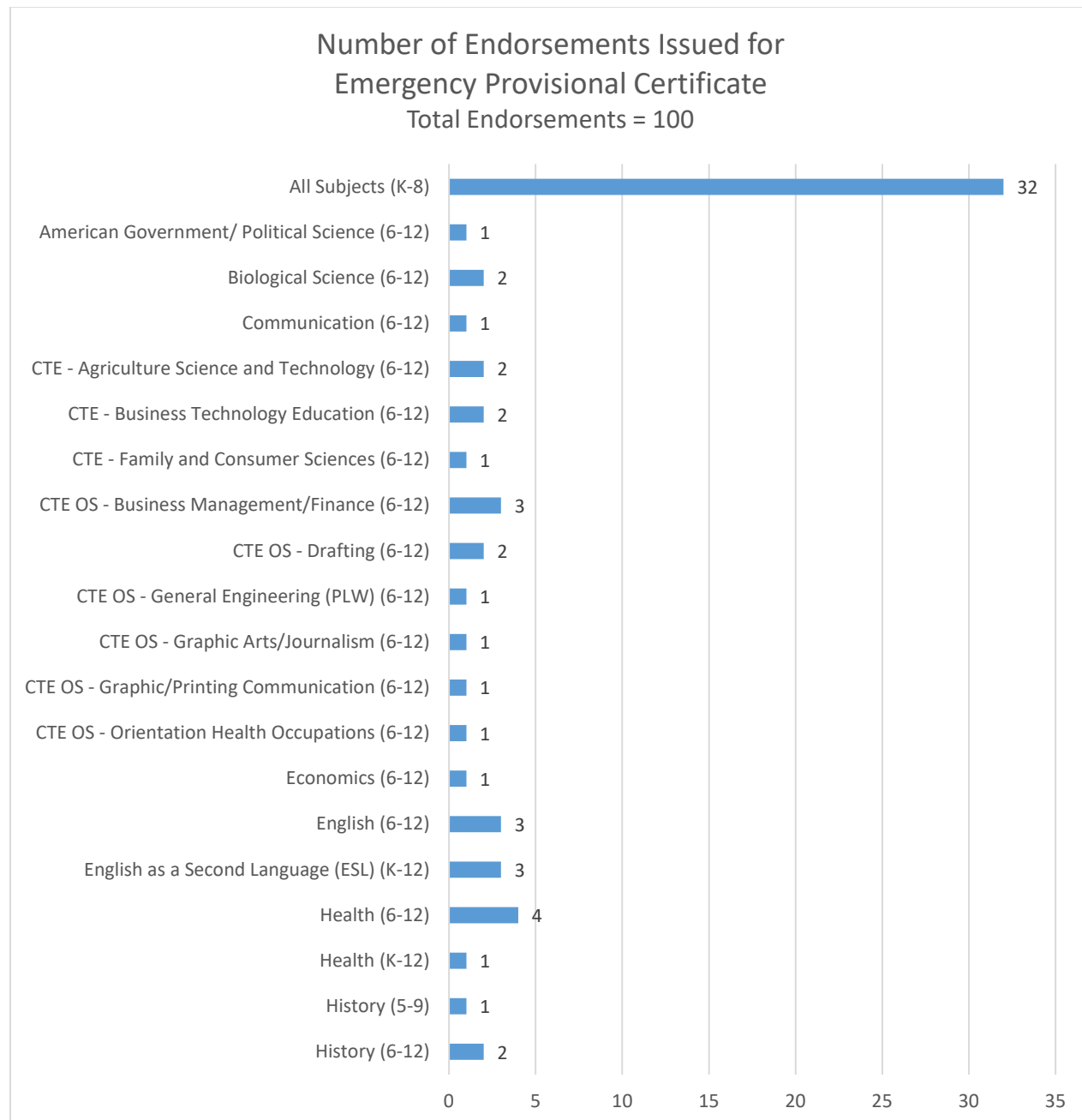
REQUESTS FOR PUPIL SERVICE STAFF AUTHORIZATIONS

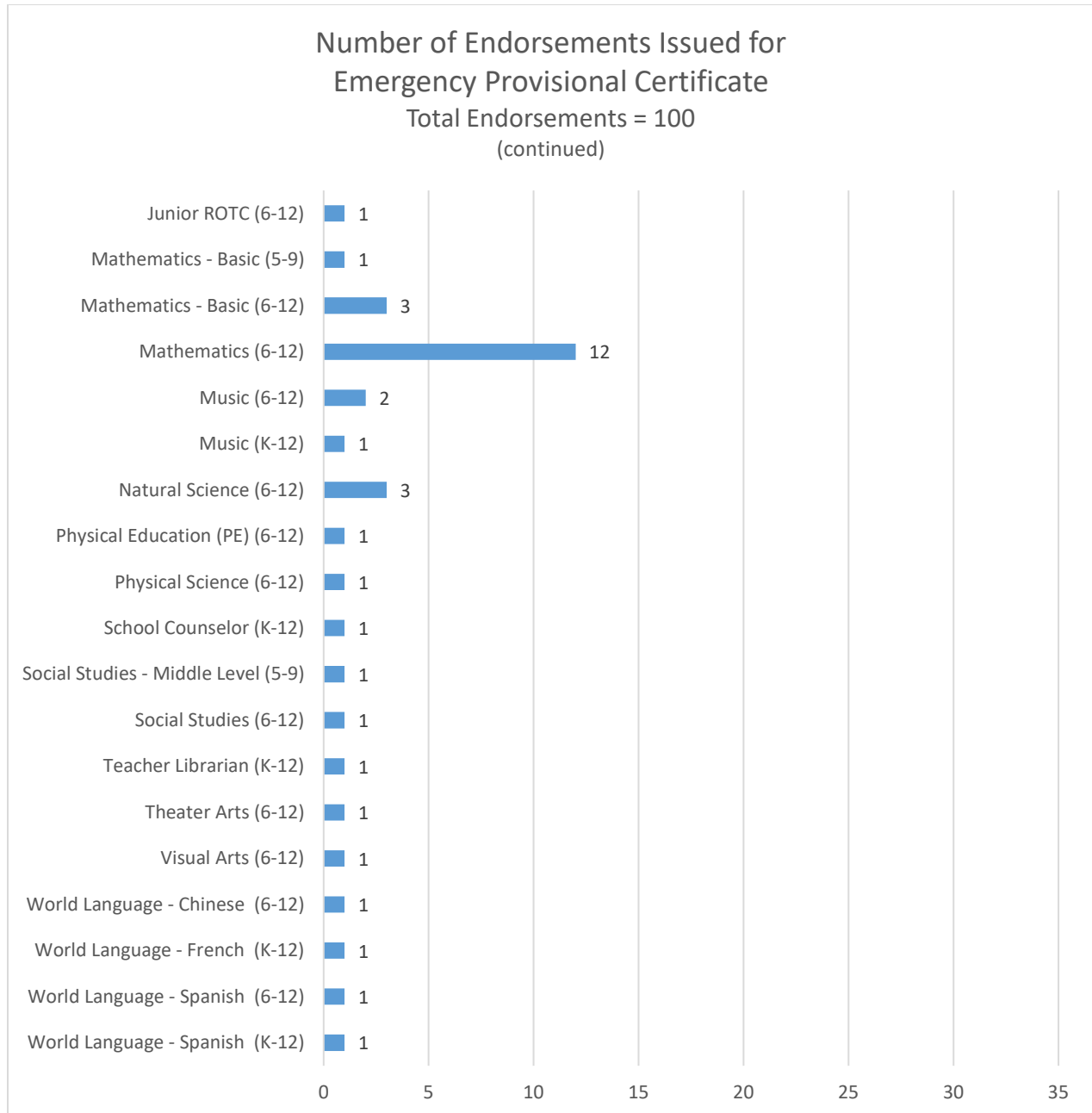
The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who does not hold a valid Idaho credential to serve in an assignment that requires the Pupil Service Staff Certificate. The authorization allows the candidate to serve in the assignment while working toward obtaining the Pupil Service Staff Certificate and the applicable endorsement. There were 2 Pupil Service Staff authorizations with 2 total endorsements issued during the 2019-2020 school year.



REQUESTS FOR EMERGENCY PROVISIONAL CERTIFICATE

The purpose of the Emergency Provisional Certificate is to allow an Idaho school district/charter to hire a candidate for one year who does not hold a valid Idaho credential to serve in an assignment that requires certification/endorsement in an emergency situation. The district must declare an emergency and the candidate must have at least two years of college training. As per IDEA, Emergency Provisional Certificates are not permitted for special education. There were 90 Emergency Provisional Certificates with 100 total endorsements issued during the 2019-2020 school year.





EXECUTIVE COMMITTEE ACTIVITIES

Under Idaho Code §33-1208 and §33-1209, the PSC has the responsibility for suspending, revoking, issuing letters of reprimand, or placing reasonable conditions on any certificate for educator misconduct. The administrator of the PSC, in conjunction with the deputy attorney general and PSC staff, conducts a review of the written allegation using established guidelines to determine whether to open an investigation or remand the issue to the school district to resolve locally. The Executive Committee considers the allegation(s) and all additional relevant information to determine whether probable cause exists to warrant the filing of an administrative complaint. If probable cause is determined, the Executive Committee recommends disciplinary action to be taken against a certificate. Once an administrative complaint is filed, a hearing may be requested.

During 2019-2020, the PSC received sixty-two (62) written complaints of alleged educator ethical misconduct, of which thirty-five (35) cases were opened. Additionally, twenty-six (26) cases were closed during 2019-2020. Four (4) of the twenty-six (26) closed cases involved educators who were employed as administrators. Furthermore, PSC staff conducted two (2) educator ethical misconduct hearing. The data below represents the cases that were closed.

2019-2020 Closed Ethics Cases

Case Number	Category of Ethics Violation	Probable Cause Found	Disciplinary Action
21731*	Inappropriate Conduct with Student	No	
21826	Sexual Misconduct with a Student	Yes	Revocation
21902	Theft-Fraud	Yes	Letter of Reprimand
21905	Inappropriate Conduct with Student	Yes	Letter of Reprimand
21908	Miscellaneous	Yes	Letter of Reprimand
21909	Miscellaneous	Yes	Revocation
21911	Sexual Misconduct NOT with a Student	Yes	Revocation (Permanent)
21912	Theft-Fraud	Yes	Letter of Reprimand
21915*	Miscellaneous	No	
21916	Breach of Contract	Yes	Suspension
21918	Theft-Fraud	Yes	Revocation
21919	Substance Abuse	Yes	Suspension
21921	Theft-Fraud	No	
21922	Miscellaneous	Yes	Letter of Reprimand
21923	Inappropriate Conduct	Yes	Suspension
21924	Misdemeanor	No	
21925	Inappropriate Conduct with Student	Yes	Letter of Reprimand
21926	Theft-Fraud	No	
21928	Inappropriate Conduct	No	
21930	Breach of Contract	No	
21933	Sexual Misconduct with a Student	Yes	Voluntary Surrender
21934	Inappropriate Conduct with Student	Yes	Suspension
21935	Inappropriate Conduct	Yes	Letter of Reprimand

Case Number	Category of Ethics Violation	Probable Cause Found	Disciplinary Action
21936	Inappropriate Conduct	No	
21937	Inappropriate Conduct	No	
22002	Theft-Fraud	No	
22007	Breach of Contract	No	
22008	Theft-Fraud	No	

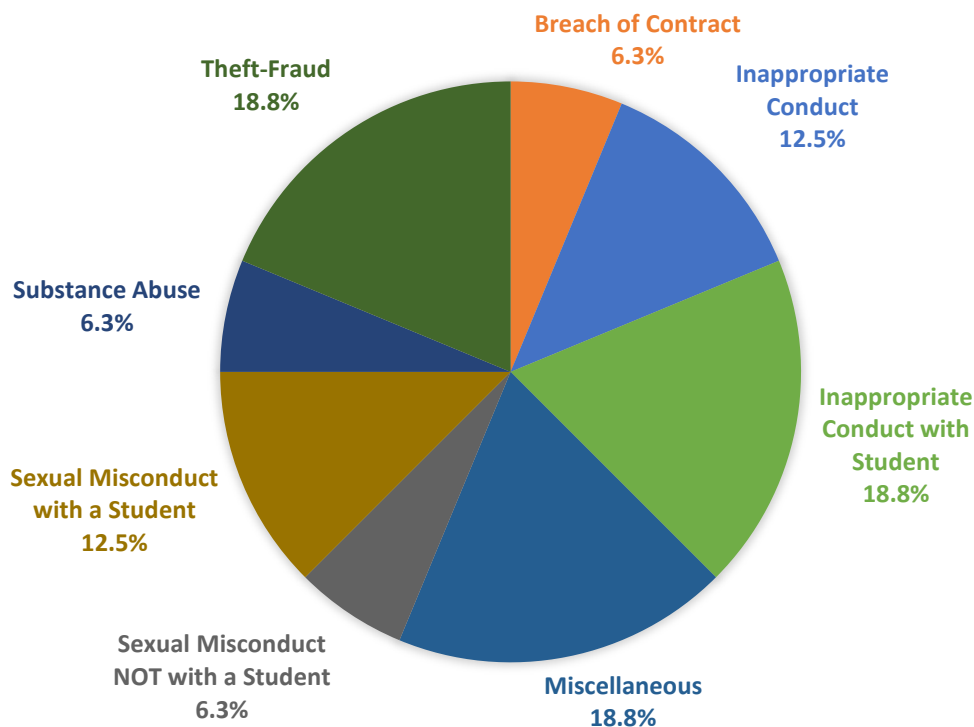
* These cases were actually closed in 2018-2019, but due to a clerical error were not included in the 2018-2019 PSC Annual Report data. We have included it with the 2019-2020 data for reporting transparency.

2019-2020 Aggregate Data of Closed Ethics Cases Where Probable Cause Was Found

During 2019-2020 the PSC closed twenty-six (26) cases and finalized disciplinary action in sixteen (16) cases. The disaggregated data is shown below. The first table shows the data by the category of the ethics violation. The second table displays the data by the type of disciplinary action.

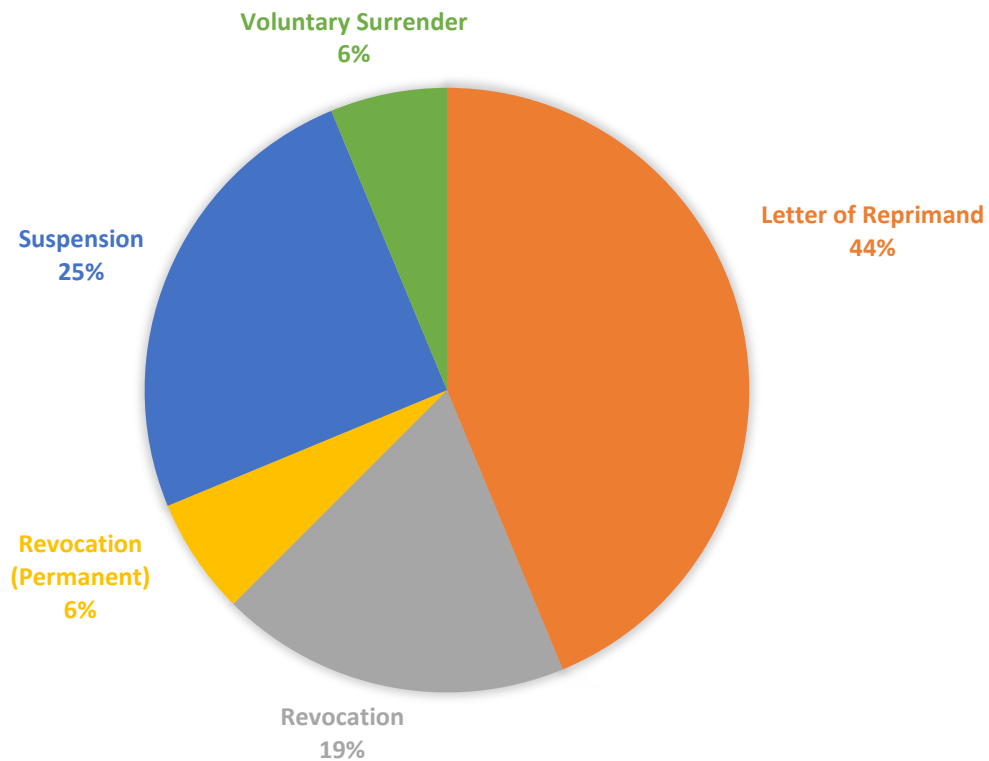
Category of Ethics Violation	Number of Cases Closed	Percent of Cases Closed
Application Discrepancy	-	0%
Breach of Contract	1	6%
Felony (Other)	-	0%
Felony (Violent)	-	0%
Inappropriate Conduct	2	13%
Inappropriate Conduct with Student	3	19%
Miscellaneous	3	19%
Misdemeanor	-	0%
Sexual Misconduct Not with a Student	1	6%
Sexual Misconduct with a Student	2	13%
Substance Abuse	1	6%
Theft-Fraud	3	19%

NUMBER OF CASES CLOSED BY CATEGORY OF ETHICS VIOLATION



Type of Disciplinary Action	Number of Cases Closed	Percent of Cases Closed
Conditioned Certificate	-	0%
Letter of Reprimand	7	44%
Revocation	3	19%
Revocation (Permanent)	1	6%
Suspension	4	25%
Voluntary Surrender	1	6%

NUMBER OF CASES CLOSED BY TYPE OF DISCIPLINARY ACTION



STANDARDS COMMITTEE ACTIVITIES

The Standards Committee is responsible for completing educator preparation standards reviews, educator preparation program reviews, and educator preparation new program proposal reviews for recommendation to the full PSC. The PSC reviews the recommendations of the Standards Committee and makes recommendations to the State Board of Education (Board) for approval consideration.

EDUCATOR PREPARATION STANDARDS REVIEWS

The purpose of educator preparation standards reviews is to define and establish rigorous and research-based standards that better align with national standards and best practices. The standards provide requirements for educator preparation programs to ensure that future educators acquire the knowledge and performance standards to best meet the needs of students.

IDAPA 08.02.02.004 directs that the PSC continuously review/revise 20 percent of the standards per year. The review process involves teams of content area experts from higher education faculty and educators in K-12 Idaho schools. The standards and endorsements are reviewed and presented to the PSC, and then submitted to the Board for approval. Once approved by the Board, they are reviewed and approved by the legislature as a document incorporated by reference into State Board rule.

The following standards and endorsements were reviewed by the PSC during the 2019-2020 school year:

- Communication
 - Journalism
 - Speech and Debate
- Computer Science
- Engineering
- Health
- Physical Education
- Social Studies
 - American Government/Political Science
 - Anthropology
 - Economics
 - Geography
 - History
 - Psychology
 - Sociology
- Visual and Performing Arts
 - Music
 - Theater
 - Visual Arts

EDUCATOR PREPARATION PROGRAM REVIEWS

Each educator preparation program will undergo a state program approval process that is designed to assure that graduates meet the Idaho standards for professional educators. The PSC follows the national accreditation council model by which institutions pursue continuing approval through a full program review every seven (7) years. Additionally, the PSC conducts State-Specific Requirement Reviews, not to exceed every third year following the full program review. The requirements are defined in IDAPA 08.02.02.100: Rules Governing Uniformity and the CAEP standards.

The standards for evaluating teacher preparation programs are found in the [*Idaho Standards for Initial Certification of Professional School Personnel*](#) as updated and approved by the State Board of Education. For review purposes, pertinent rubrics accompanying these standards are on file in the office of the State Department of Education, Certification and Professional Standards.

Current CAEP standards can be reviewed on the [CAEP website](#).

Current PSC materials, reports, and resources are also available on the [State Department of Education website](#).

The following educator preparation programs were reviewed by the PSC during the 2019-2020 school year:

- **American Board of Certification of Teacher Excellence (ABCTE)**
A state on-site Full Unit Program Review was held for ABCTE May 21 – 23, 2019. The State Review Team Report was submitted to the PSC for consideration at its September 20, 2019, meeting. The Report was considered, and the PSC recommended that the State Board of Education (Board) accept the recommendations in the State Review Team Report.

The Board, at its December 18, 2019, meeting, moved to table any action on the report.

- **Boise State University**
A state on-site visit was held at Boise State University (BSU) from October 6 – 8, 2019. The State Review Team Report was subsequently submitted to the PSC at its January 17, 2020, meeting. The Report was considered, and the PSC recommended that the Board accept the recommendations in the State Review Team Report.

The Board, at its April 10, 2020, meeting, accepted the recommendations in the State Review Team Report. Conditionally approved programs are subject to a focused revisit within three years following the on-site visit to determine if specific standards are met.

- **Teach For America**

A state on-site Full Unit Program Review was held for Teach For America (TFA) December 8 – 10, 2019. The State Review Team Report was subsequently submitted to the PSC at its June 12, 2020, meeting, and the PSC recommended that the Board accept the recommendations in the State Review Team Report.

The Board, at its August 27, 2020, meeting, accepted the recommendations in the State Review Team Report. Conditionally approved programs are subject to a focused revisit within three years following the on-site visit to determine if specific standards are met.

Specific information regarding the Board's review of each of these reports can be found on the [State Board of Education website](#).

EDUCATOR PREPARATION NEW PROGRAM PROPOSAL REVIEWS

Each educator preparation new program proposal will undergo a desk review designed to confirm the new program meets the standards in the [Idaho Standards for Initial Certification of Professional School Personnel](#). The PSC reviews the recommendations of the Standards Committee and makes recommendations to the State Board of Education for approval consideration.

The following educator preparation new program proposals were reviewed by the PSC during the 2019-2020 school year, for recommendation to the State Board of Education for conditional approval:

- **Boise State University**
 - Master in Teaching Elementary Education
 - Master in Teaching Secondary Education
- **Idaho State University**
 - Deaf/Hard of Hearing (K-12)
 - Family Consumer Science (6-12)
 - Marketing Technology Education (6-12)
- **University of Idaho**
 - Theater Arts (5-9 or 6-12)

APPENDIX – FISCAL YEAR 2020 BUDGET EXPENDITURES

Revenue	Estimated	Actual Revenue	Variance
Cert Application Fees	\$600,000	\$605,011	\$5,011
Personnel	Budget	Actual Expenditures	Variance
Salaries & Benefits	\$465,000	\$456,136	\$8,864
Expenses (Spending Authority)	Budget	Actual Expenditures	Variance
Operating Expenses			
PSC Meeting/Travel/Meals	\$30,000	\$28,679	\$1,321
PSC PD & Training	\$500	\$0	\$500
Communication	\$10,000	\$11,466	(\$1,466)
Staff Development	\$1,500	\$165	\$1,335
Repairs & Maintenance Services and Supplies	\$1,000	\$0	\$1,000
Administrative Services	\$3,000	\$7,102	(\$4,102)
Computer Services	\$250	\$0	\$250
Staff Travel – NAAC	\$5,000	\$265	\$4,735
Staff Travel – NASDTEC Annual Conference	\$5,000	\$1,364	\$3,636
Staff Travel – NASDTEC PPI	\$6,000	\$3,132	\$2,868
Staff Travel – NASDTEC Taws	\$3,000	\$2,740	\$260
Staff Travel – Other	\$1,500	\$1,298	\$202
Administrative/Office Supplies	\$7,000	\$6,640	\$360
Computer Supplies	\$250	\$219	\$31
Insurance	\$1,500	\$1,610	(\$110)
Rentals & Operating Leases	\$10,000	\$12,187	(\$2,187)
Payroll/Accounting	\$2,000	\$1,935	\$65
Committee Work Expenses			
Executive - Investigations/Hearings/Trainings	\$5,000	\$1,598	\$3,402
Executive - Contract Investigative Services	\$5,000	\$3,648	\$1,352
Executive - NASDTEC Dues	\$4,500	\$4,500	\$0
Standards - Standard Reviews	\$20,000	\$14,061	\$5,939
Standards - EPP Reviews and Focused Visits	\$15,000	\$9,897	\$5,103
Standards - CAEP Partnership Dues	\$5,250	\$5,290	(\$40)
Capital Expenses			
Computer Equipment	\$7,200	\$6,268	\$932
Office Equipment	\$1,000	\$0	\$1,000
Total Expenses (Spending Authority)	\$150,450	\$124,064	\$26,386
All Expenditures (Personnel + Expenses)	\$615,450	\$580,200	
Revenue Less All Expenditures	(\$15,450)	\$24,811	



Professional Standards Commission

Annual Report 2019-2020

Lisa Colón Durham

Professional Standards Commission Administrator

December 17, 2020

PSC Overview



- The PSC consists of 18 constituency members that are nominated by respective stakeholders, appointed or reappointed by the State Board of Education for terms of three years:
 - o Secondary or Elementary Classroom Teacher (5)
 - o Exceptional Child Teacher (1)
 - o School Counselor (1)
 - o Elementary School Principal (1)
 - o Secondary School Principal (1)
 - o Special Education Director (1)
 - o School Superintendent (1)
 - o School Board Member (1)
 - o Public Higher Education Faculty Member (2)
 - o Private Higher Education Faculty Member (1)
 - o Public Higher Education Letters and Sciences Faculty Member (1)
 - o State Career & Technical Education Staff Member (1)
 - o State Department of Education Staff Member (1)

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PSC Overview



- The PSC has four standing committees:
 1. Authorizations Committee
 2. Budget Committee
 - FY 2020 Budget Expenditures
 3. Executive Committee
 4. Standards Committee

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Professional Standards Commission

Annual Report 2019-2020 – Alternative Authorizations



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PSC Alternative Authorizations



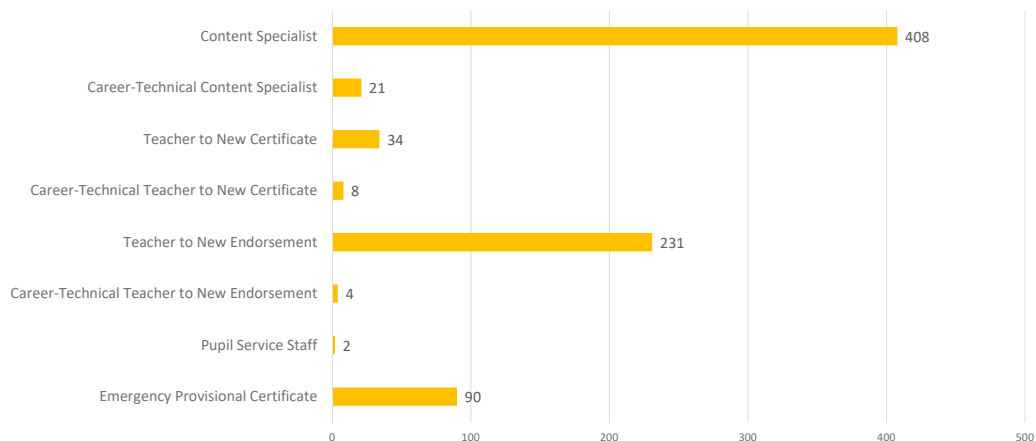
- Authorization Types
 - Content Specialist
 - Teacher to New Certificate
 - Teacher to New Endorsement
 - Pupil Service Staff
- Emergency Provisional Certificates

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PSC Alternative Authorizations



Number of Authorizations by Type
Total Authorizations = 798



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PSC Alternative Authorizations



- There were 20,458 total certificated educators employed statewide during the 2019-2020 school year.
- The percentage of educators working with an alternative authorization was 3.90%

Authorization Type	2017-2018 Number of Authorizations	2018-2019 Number of Authorizations	2019-2020 Number of Authorizations
Content Specialist	509	527	408
Career-Technical Content Specialist	*	*	21
Teacher to New Certificate	33	42	34
Career-Technical Teacher to New Certificate	*	*	8
Teacher to New Endorsement	206	224	231
Career-Technical Teacher to New Endorsement	*	*	4
Pupil Service Staff	3	3	2
Emergency Provisional Certificates	35	89	90
TOTAL	786	885	798

* Did not track Career Technical separately prior to 2019-2020.

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Professional Standards Commission

Annual Report 2019-2020 – Executive Committee



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PSC Executive Committee



- During 2019-2020, the PSC received 62 written complaints of alleged educator ethical misconduct, out of which 35 cases were opened.
- There were 26 cases closed during 2019-2020.
 - 16 cases – probable cause found with disciplinary action taken
 - 10 cases – no probable cause found
 - 4 of the 26 cases were for educators employed as an administrator
- PSC staff conducted 2 educator ethical misconduct hearings during 2019-2020.

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PSC Executive Committee

Summary of Closed Cases for Probable Cause Determination by Category of Ethics Violation



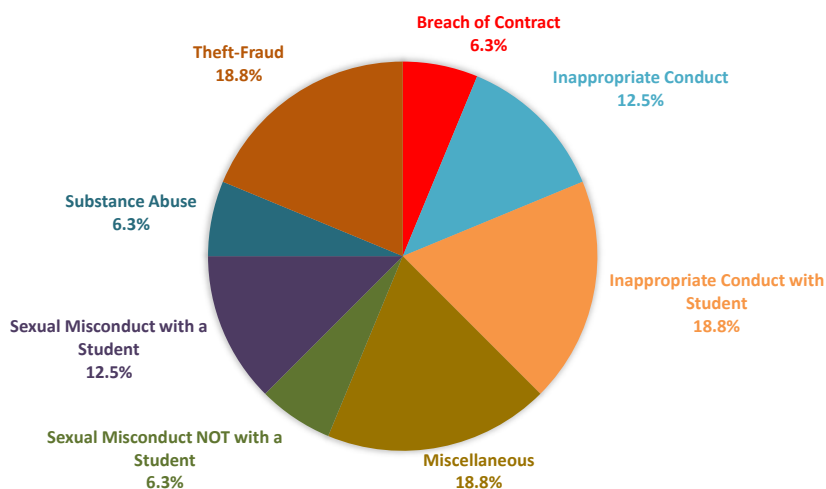
Category of Ethics Violation	2017-2018 Number of Cases Closed	2018-2019 Number of Cases Closed	2019-2020 Number of Cases Closed
Application Discrepancy	1	1	-
Breach of Contract	1	6	1
Felony (Other)	-	-	-
Felony (Violent)	-	-	-
Inappropriate Conduct	-	3	2
Inappropriate Conduct with Student	11	2	3
Miscellaneous	6	4	3
Misdemeanor	-	-	-
Sexual Misconduct Not with a Student	-	2	1
Sexual Misconduct with a Student	1	2	2
Substance Abuse	6	4	1
Theft-Fraud	4	1	3

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PSC Executive Committee



NUMBER OF CASES CLOSED BY CATEGORY OF ETHICS VIOLATION



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PSC Executive Committee

Summary of Closed Cases for Probable Cause Determination by Type of Disciplinary Action



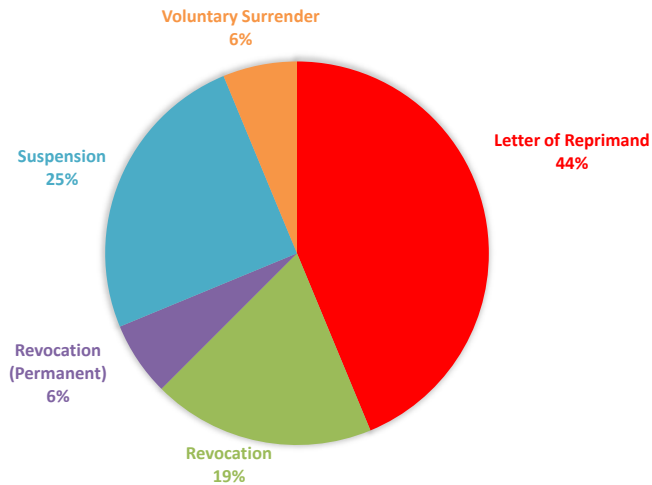
Type of Disciplinary Violation	2017-2018 Number of Cases Closed	2018-2019 Number of Cases Closed	2019-2020 Number of Cases Closed
Conditioned Certificate	1	-	-
Letter of Reprimand	12	7	7
Revocation	8	4	3
Revocation (Permanent)	1	4	1
Suspension	8	9	4
Voluntary Surrender	-	1	1

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PSC Executive Committee



NUMBER OF CASES CLOSED BY TYPE OF DISCIPLINARY ACTION



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Professional Standards Commission

Annual Report 2019-2020 – Standards Committee



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PSC Standards Committee



Reviews 20% of the educator preparation standards and endorsements each year. The following were reviewed during 2019-2020:

- Communication
 - Journalism
 - Speech and Debate
- Computer Science
- Engineering
- Health
- Physical Education
- Social Studies
 - American Government/Political Science
 - Anthropology
 - Economics
 - Geography
 - History
 - Psychology
 - Sociology
- Visual and Performing Arts
 - Music
 - Theater
 - Visual Arts

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PSC Standards Committee



Completes educator preparation program reviews. The following program reviews were completed during 2019-2020:

- American Board for Certification of Teacher Excellence (ABCTE) – Full Unit Program Review
- Boise State University – Focused Visit
- Teach for America Idaho (TFA-Idaho) – Full Unit Program Review

Completes educator preparation new program proposal desk reviews. The following new programs for certification were reviewed and approved by the State Board of Education during 2019-2020:

- Boise State University – Master in Teaching Elementary Education, Master in Teaching Secondary Education
- Idaho State University – Deaf/Hard of Hearing, Family Consumer Science, Marketing Technology Education
- University of Idaho – Theater Arts

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Questions?



Lisa Colón Durham | Professional Standards Commission Administrator

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December 17, 2020

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