

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

TAB	DESCRIPTION	ACTION
1	IDAHO STATE UNIVERSITY – ANNUAL PROGRESS REPORT	Information Item
2	BOARD POLICY I.E. EXECUTIVE OFFICERS – FIRST READING	Action Item
3	BOARD POLICY IV.E. DIVISION OF CAREER TECHNICAL EDUCATION – FIRST READING	Action Item
4	DIVISION OF CAREER TECHNICAL EDUCATION – POSTSECONDARY EDUCATOR CREDENTIALING MANUAL	Action Item
5	DIVISION OF CAREER TECHNICAL EDUCATION – POSTSECONDARY EDUCATOR CREDENTIALING MANUAL	Action Item
6	2022 LEGISLATION	Action Item
7	PROPOSED RULE – DOCKET 0102-2102 – RULES GOVERNING THE POSTSECONDARY CREDIT SCHOLARSHIP	Action Item
8	PROPOSED RULE – DOCKET 08-0110-2101 – IDAHO COLLEGE WORK STUDY PROGRAM	Action Item
9	PROPOSED RULE – DOCKET 08-0201-2102 – RULES GOVERNING ADMINISTRATION	Action Item
10	PROPOSED RULE – DOCKET 08-0202-2101 – RULES GOVERNING UNIFORMITY	Action Item

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

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- | | | |
|----|---|-------------|
| 11 | PROPOSED RULE – DOCKET 08-0203-2101 –
RULES GOVERNING THOROUGHNESS | Action Item |
|----|---|-------------|
-
- | | | |
|----|---|-------------|
| 12 | AMERICAN RECOVERY PLAN ACT SEA ESSER
STATE PLAN AMENDMENTS | Action Item |
|----|---|-------------|
-
- | | | |
|----|---|------------------|
| 13 | RESEARCH FINDINGS – IMPACT OF COVID-19 ON
HIGH SCHOOL GRADES | Information Item |
|----|---|------------------|
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IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University (ISU) Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for Idaho State University to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

IMPACT

ISU's strategic plans and initiatives drives the University's integrated planning, programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports.

ATTACHMENTS

Attachment 1 – Idaho State University Annual Progress Report

STAFF COMMENTS AND RECOMMENDATIONS

The institution annual report gives the Board the opportunity to discuss progress toward the institution's strategic plan goals, initiatives the institution may be implementing to meet those goals, barriers identified and progress toward the Board's educational system initiatives. Additionally, this time will be used to update the Board on the institution Program Prioritization implementation. The institution's program prioritization five-year written report may be found under the Instruction, Research and Student Affairs section of the August 2021 Regular Board meeting agenda, Tab 7.

BOARD ACTION

This item is for informational purposes only.



Idaho State
University

Progress Report

2021

ROAR



Table of Contents

Executive Summary.....	2
A Year in Review.....	3
The Year Ahead.....	6
The Numbers.....	9
Conclusion.....	11

Executive Summary

For the academic year of 2020-2021, Idaho State University focused institutional efforts and priorities around the four major themes that align with ISU's strategic plan and the State Board of Education's strategic plan. We also focused our efforts in the context of remaining open and serving our core mission during a global pandemic. This point cannot be oversold. While many institutions across the nation did not remain physically open, ISU did and did so in cooperation with our sister institutions for the benefit of all of Idaho's students.

Idaho State's faculty and staff deserve to be celebrated by Idaho's leaders for this tremendous effort.

With regard to our four primary themes, ISU made substantial progress in developing and implementing initiatives aimed to make tangible improvements in the following areas:

1. **Recruitment and Retention:** Commit to removing barriers to student success to ensure degree completion, while improving the go-on rate in Southeast Idaho.
2. **Focus on Relationships:** Build strong relationships with community and industry, creating a pipeline to employment upon graduation.
3. **Promote Identity and Culture:** Develop an institutional identity that attracts students and fosters a student-centric approach.
4. **Efficiency and Effectiveness:** Explore operational and structural efficiencies while focusing resources to support the core mission of education.

The intent of the following report is to provide the State Board of Education with high-level accomplishments made in the academic year 2020-2021 and outline specific initiatives to be implemented in the academic year 2021-2022.



A Year in Review

The following provides a high-level overview of Idaho State's accomplishments during the academic year 2020-2021.

Theme	Title	Description
Efficiency and Effectiveness	Administrative Overhead Reduction	The Division of Finance and Business Affairs was restructured into two divisions, Campus Operations and Finance. Internal talent was leveraged to fill leadership positions in these areas. This restructuring will yield significant savings and will contribute to long-term budget-balancing efforts in a manner that does not impact our educational mission or student services.
	Program Prioritization	Working with ISU's Faculty Senate, Administrative Council, and Deans, ISU implemented a new Program Prioritization framework and completed the initial Program Prioritization report in June 2021. Program Prioritization is a process of "continuous improvement" and all improvement plans will be reviewed this Fall. In subsequent years, programs may also be triggered for evaluation based on five-year rolling average metrics of degree/certification production.
Recruitment and Retention	CCA Game Changer: Math Pathways	Implemented ISU's first Math Summit with a focus on gateway math course completion. Corerequisite support has been scaled campus-wide and is available for all students needing additional support. Open educational resources are used for STEM and statistics pathways.
	Academic Advising	ISU conducted a comprehensive review of academic advising services transitioning from a reactive model with decentralized operations, to a model by which advisors proactively engage all new and continuing students. This effort is ongoing.
	Career Path Internship Program	ISU's Career Path Internship program provides career and major-related internships for students. CPI participants have a 13% higher retention rate than non-participants. The University is undergoing outreach efforts with employers to increase the number of off-campus CPI internships to help students acquire experience in their field of study and more successfully transition into the workforce.
	CCA Game Changer: Momentum Year	ISU Implemented a new student-centric change of major process, providing students with clear and direct access to major-specific advising and information. In addition, Academic Affairs created and implemented teaching in the momentum year guidance to help build greater faculty-student connectedness for a student's first year.
	Strategic Enrollment Management Plan	ISU launched the Strategic Enrollment Management Plan last fall. The SEM committee identified ISU's competitive context, target student markets, and recruiting strategies. The SEM planning is occurring in a phased approach. Phase 1 was implemented in March 2021, focusing on four primary target markets: first-time students/high school graduates, stop-out students, transfer students, and parents. These efforts are yielding results and we have seen an increase in enrollment for these areas. Phase II has started, work continues to develop the Fall 2022 tactical plan, and Phase III will align the SEM plan with the institutional strategic planning process.
	EAB Navigate	In fall 2021, ISU will be launching a new platform called ISU Navigate that will bring about a new era of student support and retention. Navigate, an EAB platform, is designed to identify students in need of our assistance as early as possible in their academic journey and then connect them immediately to retention-supporting resources.



Theme	Title	Description
Focus on Relationships	System Collaboration	MOUs with College of Southern Idaho (February) and College of Eastern Idaho (April) were signed, and a three-way partnership document has been created between ISU, CEI, and U of I for our Idaho Falls operations with a phased approach plan.
	Top Employers	In a combined effort, our Advancement operation, our Research Office, and our Colleges of Technology and Business jointly conducted interviews and meetings with the top employers and CEO's in our region. The resultant data is being used to help us know what employers need to see from our graduates and what types of programs, credentials, and skills we need to be providing to our students to make them as employable as possible upon graduation.
Promote Identity and Culture	Marketing Campaign	In 2018, ISU launched a statewide brand image and marketing campaign. This annual investment, which ranges from \$500,000 to \$950,000 dollars, has yielded great results. Prior to COVID-19, new student applications were up 15% and housing deposits were up 14%. In Fall 2020, the campaign was connected to the University's recruitment goals and focused on reaching not only traditional students but also post-traditional students. Highlights of the Spring 2021 campaign include: the ISU commercials viewed more than one million times on streaming devices, a million audio impressions on Spotify and Pandora, and a half million views on YouTube. Social media impressions were also nearly 800,000 in identified target markets.
	Strategic Planning	ISU's strategic planning effort was suspended during COVID but will be back underway and complete in summer 2022. The University presented the following themes to guide the planning efforts: Career Readiness, Relevant Research, Student-Centered, and Health and the Human Experience
	Capital Projects	ISU will soon begin construction of the Idaho Central Credit Union Bengal Alumni Center. This facility will provide an event center to serve ISU and the community and house our Advancement operations. Earlier in 2021, ISU completed the renovations for Davis Field. The recent upgrades allow ISU to host track and field and soccer tournaments where we did not meet regulations before.
	University Culture	Continue to build positive culture through consistent monthly communication, transparent processes, and demonstrated trust and compassion from institutional leadership. Over the last year, the University implemented university-wide town halls to share information more broadly across campus and provide the opportunity to ask questions of administration.



College and Research Highlights

- ISU's Disaster Response Complex is open and fully operational. The DRC involves students in research and data-informed training for first responders across the Pacific Northwest. DRC training started on October 31, 2020. Since then more than 300 individuals have participated in exercises at the DRC. From these, about 150 were civilians (from the Idaho National Laboratory, the Idaho State Police, Pocatello Police, regional fire departments, regional search and rescue units, among others) and approximately 170 military members from National Guard units representing some 20 states. More than 150 additional National Guard members from across the country are expected to train at the DRC by Fall 2021. The DRC has been expanding its collaboration with local, regional, and national stakeholders, including the FBI, the Southeast Idaho Health Public District and other partners from private industry.
- Students from the ISU College of Technology Nuclear Operations Technology Program received scholarships to participate in intensive hands-on nuclear operations training with their instructor at the Chernobyl nuclear power plant in Ukraine. During their visit, students gained a depth of knowledge regarding the nuclear accident at the No. 4 reactor in April 1986, considered one of the worst nuclear disasters in history. Training included seeing the Unit 4 control room, hearing an overview of the new safe confinement installation, exploring existing environmental concerns, and learning how to prevent such disasters from occurring again.
- ISU faculty and students are working with Johns Hopkins, Bloomberg School of Public Health on CommuniVax, a national research coalition located at seven U.S. locations. The ISU team sought to raise awareness of and access to COVID-19 vaccines for the Hispanic population in rural Idaho regions of Bingham and Power counties. The ISU team used an interdisciplinary team of 21 students and community members, three public health experts and three ISU faculty members.
- The Department of Family Medicine received a five-year, \$2.5 million grant to enhance the training of resident physicians in the areas of rural primary care and maternal health.
- In partnership with Southeastern Idaho Public Health and Portneuf Medical Center, over 130 students and faculty from the Kasiska Division of Health Sciences administered over 10,000 COVID vaccinations to the public.
- College of Education students from the Human Performance and Sports Studies department presented their undergraduate research projects at NCUR (National Council for Undergraduate Research). This selective conference celebrates undergraduate student research accomplishments and allows students to network with peers and faculty across a range of disciplines from all over the country. Two of these students won prestigious research awards.
- At the Center for Advanced Energy Studies (CAES), ISU leveraged its state appropriation and additional INL funding to initiate a dozen collaborative research projects involving scientists and engineers from ISU and INL. Research themes range from reactor technology to social perceptions of nuclear energy, from plastics recycling to critical mineral extraction, and from bulk storage of hydrogen to measurements of infrastructure resilience using machine learning algorithms. All projects involve students who are training to enter the Energy-related workforce, and all projects will generate proposals for enhanced external funding.
- Dr. Melanie Wright, Research Associate Professor in the Department of Biomedical and Pharmaceutical Sciences, received a \$1.6 million four-year grant from the National Institutes of Health. Dr. Wright's grant, is titled "Timely Response to In-Hospital Deterioration Through Design of Actionable Augmented Intelligence" and will seek to improve patient care through researching the effectiveness of using augmented intelligence (AI). Collaborators on the grant include the University of Utah, Duke University, University of Texas Health, and Saint Alphonsus Regional Medical Center.
- The College of Arts & Letters received a \$322,489 grant funded by the US Department of Agriculture (USDA) to fund the technology and installation of distance learning equipment in 29 high schools throughout eastern and central Idaho. This provided for greatly increased connectivity in rural areas as well as access to state-funded dual credit options.
- Associate Professor of Geosciences Sarah Godsey received a \$1.3 million four-year National Science Foundation (NSF) Track-2 Focused EPSCoR Collaborations grant with the University of Kansas. The grant funds the study of how intermittent streams influence downstream water quality. This work has implications for recent changes to the U.S. Environmental Protection Agency's Waters of the United States (WOTUS) Clean Water Rule.



The Year Ahead

The following provides a high-level overview of ISU's initiatives that will be the focus of the academic year 2021-2022. It should be noted that many initiatives have delayed target completion dates from those previously reported, due to bandwidth limitations related to the pandemic response.

Theme	Title	Description	Target Completion
Efficiency and Effectiveness	Strategic Plan	Complete a 5-year strategic plan guided by the following themes: Career Readiness, Relevant Research, Student-Centered, and Health and the Human Experience	Spring 2022
	Program Review and Prioritization	ISU completed the initial phase of Program Health and Prioritization, a continuous process that supports the needs of our students with the goal of supporting growth with resource allocation. In the spirit of continuous improvement and recognizing that making use of resources is an ongoing process, the institution created a working group to further refine the program health model and processes.	Ongoing
	Data and Analytics Plan and Process	Conduct a comprehensive review of the university's data and analytics capabilities across all divisions and units. Ensure we have the appropriate data systems that are capturing the data we need with the reporting capabilities necessary to make data-informed decisions. Related to student recruitment and retention, identify the outcomes we expect to measure over time, identify the data needed to measure those outcomes, and help develop the needed reporting tools.	Fall 2023
	Budget Model	Identify a new budget model that allows the University to evaluate the base allocation, properly incentivize program growth and retention, and decentralize budgetary authority to colleges, departments and units. The model will be fully implemented for the FY2024 budget cycle (fall 2022). We will continue to make incremental progress in 2021-2022 for the FY2023 budget cycle.	Fall 2022
	Year 7 Review	ISU will complete its seven-year accreditation cycle this fall. The University will begin the renewal process by submitting to the NWCCU its Year 6&7 self-study reports (August) followed by a site visit (October 6-8). The site visit is currently scheduled as virtual, but depending on the circumstances of the pandemic, it may transition to an in-person or hybrid visit.	Fall 2021



Theme	Title	Description	Target Completion
Focus on Relationships	System Coordination: Idaho Falls and Twin Falls	Develop an educational environment in Idaho Falls and Twin Falls where students are directed to the optimal degree offering utilizing ISU, UI, CEI, and CSI institutions.	Fall 2023/Ongoing
	INL Relationship and Polytechnic Initiative	ISU will become the institution with the strongest INL partnership through the development and delivery of high-quality programs and cutting-edge research expertise that complements the laboratory mission. ISU will leverage the Polytechnic legislative funding, the Center for Advanced Energy Studies, and the INL Educational Contract, as well as existing educational and research expertise to build this relationship.	Fall 2023
	Employer Needs	ISU will work to ensure students can acquire meaningful jobs and fulfilling careers upon graduation. To meet this end, ISU will engage in a University-wide workforce analysis. Each college at ISU will perform an analysis of the top employers they currently work with. Each college dean will collaborate with regional employers to identify their specific workforce needs and determine how ISU can help meet these needs more effectively. This process will ensure that our academic majors and programs are positioned to prepare, inspire, and empower graduating students for a lifetime of meaningful work.	Spring 2022
	Systemness Exploration and Support	Work collaboratively with ISU's sister institutions and the Office of the State Board of Education to identify opportunities for system-wide efficiency and streamlining.	Ongoing
Promote Identity and Culture	Research Initiative	ISU will work with faculty, staff, students, and external stakeholders to determine the research aspirations of the campus and the role of the Office for Research at ISU as we work to strategically develop research and other scholarly activities.	Summer 2022
	Employee Engagement, Morale and Culture	ISU will focus on management philosophies, emphasizing "our people are our biggest resource." HR will serve as the campus resource in helping departments establish trust, compassion, stability and hope within their units.	Ongoing
	Marketing Campaign	Marketing and Communications will continue to execute a statewide marketing campaign that tells the Idaho State University story in a compelling and relevant way.	Ongoing



Theme	Title	Description	Target Completion
Recruitment and Retention	Bengal Bridge Program Review	Review the Bengal Bridge Program to assess the most impactful delivery of the program. The review should include assessing which faculty should be teaching which courses and the overall role of bridge faculty in relation to academic advising. Review the aspects of the Bengal Bridge that are successful and have the potential to positively impact our larger population, and assess how this can be scaled.	Fall 2022
	Leverage Dual Enrollment	Academic Affairs will enhance the traditional Dual Enrollment experience by better meeting the identified needs of students, high school teachers, high school administrators, faculty liaisons, and departments who oversee the curriculum. The ultimate goal will be to identify ways to enhance the experience of stakeholders, leverage the program to facilitate institutional enrollment growth, and improve student retention.	Spring 2022
	Residential Life Improvements	The University is investing in housing facilities upgrades. This project will ensure that this investment is maximized with the goal of improving the overall residential experience for our students. The focus of the improvements needs to be the items that make our housing attractive to students and meets their needs.	Summer 2021
	First-Year Experience	Redesign the onboarding process and New Student Orientation for new first-year and transfer students. Incorporate financial literacy programming and education into New Student Orientation. Develop the programming necessary to ensure that students have an opportunity for meaningful engagement during their first year.	Summer 2022
	EAB Navigate	Implement the EAB Navigate program to drive student success and communication utilizing a single software that allows for clear, action-focused, and synergistic messaging to all students. Implement a faculty and staff user-friendly early alert intervention system designed to immediately identify and intervene with students who are struggling to succeed.	Summer 2022
	Recruiting Initiatives	Enrollment Management will work to improve our ability to attract new students to ISU by hosting an annual recruiting event for high school students, working to solidify our tracking of students as they progress through our recruitment funnel, and through consistent usage and promotion of a master schedule of recruitment events/activities.	Summer 2021
	Open Educational Resources	Develop a broad-based faculty committee with the purpose of creating a University-wide Open Educational Resource plan.	Spring 2022
	Online Idaho	Create an overarching and broad-based remote learning educational plan which fully utilizes the Online Idaho platform. Develop a committee of stakeholders from across campus to expand access and opportunity to students throughout Idaho, with a particular focus on rural students.	Fall 2022
	Strategic Enrollment Plan	Continue to develop the strategic enrollment management plan that provides a comprehensive strategy designed to achieve and maintain optimum recruitment, retention, and graduation rates. The plan outlines ISU's strategy and anticipated outcomes to identify, recruit, enroll, retain, and graduate students in alignment with ISU's mission.	Spring 2021

The Numbers

- We support industry needs - 18 of 20 Idaho Hot Jobs are in fields offered at ISU
- We continue to meet community health needs - ISU teaches 32 of the Department of Labor's 46 top health care programs in the U.S.
- We offer quality education - 93% of ISU students in 2020 met or exceeded the national average for first-time pass rates for health program certification testing.
- We adapt to changes and strive for efficiency - 16 new programs added due to industry demand and 2 programs discontinued
- We strive for excellence - Once again, 100% of ISU's specialized accredited programs are in good standing with their accrediting organizations

Idaho State University Key Data	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Total Annual Enrollment Full-Time Equivalency (FTE) ¹	10,589	10,233	9,960	9,775	9,589	9,322
- Career Technical	788	771	747	828	819	749
- Undergraduate	7,759	7,378	7,108	6,864	6,587	6,246
- Graduate	2,042	2,084	2,105	2,083	2,183	2,327
Total Idaho resident new degree-seeking undergraduate students ²	1,562	1,500	1,643	1,681	1,584	1,437
Retention Rate: fall-to-fall, full-time, first-time bachelor degree-seeking student FYs 18-22	68%	69%	64%	63%	63%	Available 10th Day
Retention Rate: Freshman to Sophomore (all degree-seeking, fall-to-fall retention)	69%	65%	63%	62%	62%	Available 10th Day
Retention Rate: Sophomore to Junior (all degree-seeking, fall-to-fall retention)	78%	76%	80%	80%	80%	Available 10th Day
Retention Rate: Junior to Senior (all degree-seeking, fall-to-fall retention)	87%	88%	88%	90%	88%	Available 10th Day
Graduation Rate: percent of full-time, first time students from the cohort of new first-year students who complete their program within 1½ times the normal program length (bachelor degree-seeking)	28%	29%	32%	34%	33%	Available late August 2021
Graduation Rate: percent of full-time, first time students from the cohort of new first-year students who complete their program within 1½ times the normal program length (all degree-seeking)	29%	30%	33%	36%	34%	Available late August 2021
Graduation Rate: methodology includes full-time new first-year students and new transfer students. A student is given up to 6-years (18 semesters) to complete any undergraduate certificate/degree program.	38% (Fall 2010 cohort)	40% (Fall 2011 cohort)	42% (Fall 2012 cohort)	45% (Fall 2013 cohort)	43% (Fall 2014 cohort)	Available January 2022
Graduation Rate: methodology includes full-time new first-year students and new transfer students. A student is given up to 6-years (18 semesters) to complete any undergraduate certificate/degree program. Idaho Residents Only	36% (Fall 2010 cohort)	38% (Fall 2011 cohort)	40% (Fall 2012 cohort)	45% (Fall 2013 cohort)	45% (Fall 2014 cohort)	Available January 2022

1. Annual full-time equivalency (FTE) is calculated by dividing the total Undergraduate and Professional Technical credit hours (SCH) by 30; total Graduate SCH is divided by 24.

2. New students in the summer semester enrolled in the subsequent fall semester are counted as "new" in the fall semester.



Idaho State University Foundation Key Data	FY2016	FY2017	FY2018	FY2019	FY2020
Contributions, Net ¹	\$6,036,570	\$5,315,986	\$9,827,927	\$12,444,201	\$10,496,438
Cash, Property and in Kind Gifts ²	\$6,819,544	\$5,150,490	\$11,084,469	\$13,288,124	\$9,163,485
Endowment Funds ³	\$48,958,701	\$53,258,798	\$57,584,648	\$56,133,138	\$56,346,446

¹ Accrual basis - reflects adjustments for pledges and estimates for uncollectible pledges, stated at NPV

² Cash basis, rather than accrual

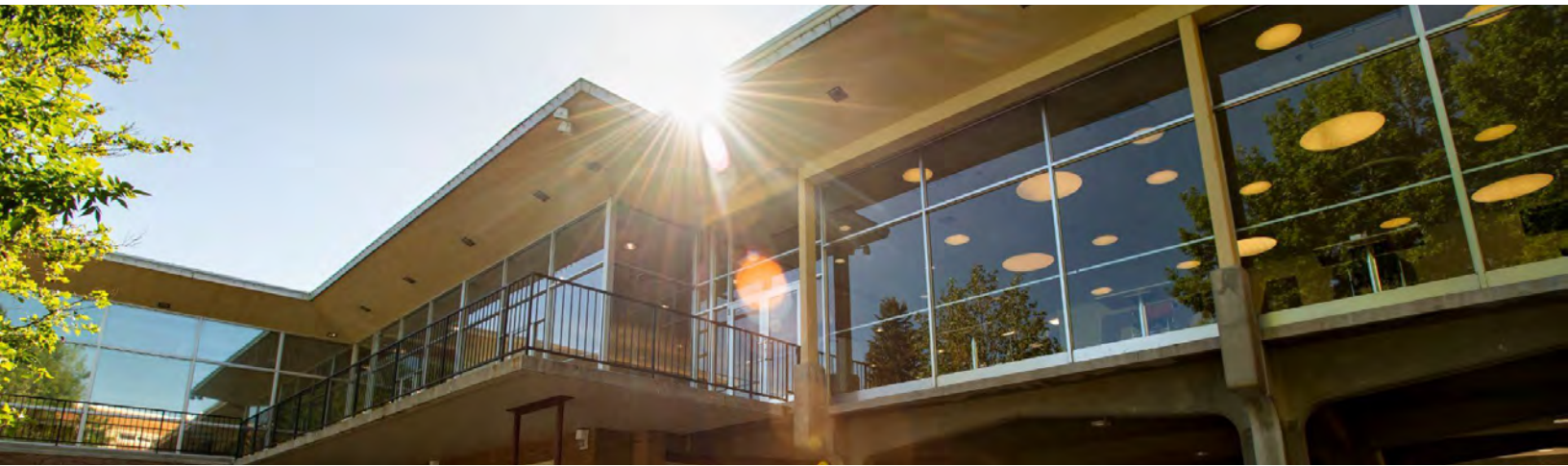
³ Not all of the endowed funds are dedicated to scholarships



Conclusion

Substantial progress was made in the 2020-2021 academic year. The University has good momentum moving into this Fall semester. ISU successfully remained operational and continued to serve the students of Idaho despite tremendous challenges due to the COVID-19 pandemic. Plans to continue to move ISU forward are underway and we expect to see continued progress through 2022. Included in this is the effort to adopt a new strategic plan in alignment with the State Board of Education's strategic goals.

We are optimistic for the future and are looking forward to bringing students back to campus this fall. As always, Idaho State is dedicated to being a higher education leader with a mission of changing student lives.



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

SUBJECT

Board Policy I.E. Executive Officers – First Reading

REFERENCE

August 2016	Board approved first reading of Board Policy I.E. Executive Officers – vehicle allowance
October 2016	Board approved second reading of Board Policy I.E.
April 2018	Board approved the first reading of proposed amendments to Board policies: I.E., V.I. and V.U. removing provisions regarding housing, automobile allowances and reimbursement of entertainment expenses.
June 2018	Board approved second reading of Board policies I.E., V.I., and V.U.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections I.E. Sections 33-107 and 33-3730, Idaho Code

BACKGROUND/DISCUSSION

Section 33-107(4)(a) and (b), Idaho Code, authorizes the Board to delegate to its executive director:

- such powers as said officers require to carry out and administer the policies, orders and directives of the board;
- such powers as he requires to exercise discretionary authority and to perform duties vested in the state board related to the operation, control and management of Idaho's state universities and colleges.

Section 33-107(4)(c), Idaho Code, authorizes the Board to delegate to the presidents of Idaho's state universities and colleges:

- such powers as said officers require to exercise discretionary authority and to perform duties vested in the state board related to the operation, control and management of Idaho's state universities and colleges.

Delegations by the Board under section 33-107, Idaho Code, 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."

Section 33-3730, Idaho Code, requires that state institutions of higher education adopt "a policy for measures and procedures to prevent the spread of contagious or infectious disease, including temporary closure of the institution or any of its buildings or campuses. Such policy must be adopted in consultation with the state board of education and the district health department of any public health district in which the institution offers in-person classes." The institutions have in place policies to address the spread of infectious disease which they are in the process

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

of updating in consultation with the applicable public health districts and the Board through its committees and Board staff.

Section 33-3730, Idaho Code, further provides that once such policies are adopted, the Board, in accordance with the adopted policies, has the authority to:

- close an institution or any of its buildings or campuses,
- to limit its programs or activities, or
- to require other measures at the institution for the purpose of preventing the spread of contagious or infectious disease. Measures to prevent the spread of contagious or infectious disease could include, social distancing requirements, hand washing requirements, testing requirements, or use of facial coverings requirements.

IMPACT

Approval of the proposed amendments would start the process for delegating the authority to the Board's Executive Director and institution presidents to act quickly should the institutions need to implement measures in response to the pandemic.

ATTACHMENTS

Attachment 1 – Board Policy I.E. Executive Officers – First Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The COVID pandemic and the continuing spread of COVID through the vaccinated and unvaccinated population requires that institutions continue to take measures to protect the safety of their campus communities. In order for the Board to act on any matter, a public meeting must be scheduled pursuant to the Open Meetings Law, Title 74, Chapter 2, Idaho Code. To preserve the ability to offer in-person learning, institutions need to be able to quickly take action to mitigate the spread of the disease. The ability to take quick action may be impeded by Open Meeting Law scheduling requirements.

In order to provide the institutions with the ability to quickly take steps required to protect the safety of their campus communities, the Board is requested to delegate authority to the Board's executive director and to the institution chief executive officers.

The policy as proposed splits the three level of actions identified in section 33-3730, Idaho Code between the Executive Director and the institution presidents, followed by Board consideration at their next Board meeting. Alternate proposals could delegate all authority to the institution presidents or to the Executive Director with follow up action for the Board either as informational reports or formal Board action to ratify the action of the institution presidents.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

Staff recommends balancing the delegation between the Executive Director and institution presidents with subsequent consideration by the Board of the actions as provided in Attachment 1.

In addition to consideration of the first reading, the Board is being asked to consider delegating the same authority to the Executive Director and the institution president at the August Board meeting, allowing them to act, if needed, prior to the second reading of the policy at the October Board meeting.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy section I.E. Executive Officers, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to delegate authority to the Board's executive director to, upon request from an institution in situations requiring immediate action, close an institution or any of its buildings or campuses or to limit its programs or activities, if needed to prevent the spread of contagious or infectious disease. Any such action taken shall be considered by the Board at its next meeting.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to delegate authority to the institution presidents to implement measures required to prevent the spread of contagious or infectious disease. Any such action taken shall be considered by the Board at its next meeting.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: E. Executive Officers

~~June 2018~~October 2021

1. Executive Director

- a. The Executive Director is appointed by and serves in this position at the pleasure of the Board. The Executive Director serves as the chief executive officer of the State Board of Education. Pursuant to Idaho Code 33-102A the Executive Director shall be under the direction of the Board and shall have such duties and powers as are prescribed by the Board. The Executive Director is charged with ensuring the effective articulation and coordination of institution, and agency concerns and is advisor to the Board and the Presidents/Agency Heads on all appropriate matters.

2. Presidents/Agency Heads

a. Responsibilities

The President/Agency Head is the chief program and administrative officer of the institution or agency. The President/Agency Head has full power and responsibility within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the institution or agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services.

For the higher education institutions, the Board expects the Presidents to obtain the necessary input from the faculty, classified and exempt employees, and students, but it holds the Presidents ultimately responsible for the well-being of the institutions, and final decisions at the institutional level rest with the Presidents. The Presidents shall keep the Board apprised, within 24 hours, through the Executive Director, of all developments concerning the institution, its employees, and its students, which are likely to be of interest to the public.

- b. The Chief Executive Officer is held accountable to the Board for performing the following duties within his or her designated areas of responsibility:

i. Relations with the Board

- 1) Conduct of the institution or agency in accordance with the Governing Policies and Procedures of the Board and applicable state and federal laws.
- 2) Effective communication among the Board, the Board office, and the institution or agency.
- 3) Preparation of such budgets as may be necessary for proper reporting and planning.

- 4) Transmittal to the Board of recommendations initiated within the institution or agency.
 - 5) Participation and cooperation with the office of the Board in the development, coordination, and implementation of policies, programs, and all other matters of state-wide concern.
 - 6) Notification to Board President or Executive Director of any absence exceeding one week during which time the chief executive officer will be unavailable or out-of-country.
- ii. Leadership of the Institution or Agency
- 1) Recruitment and retention of employees
 - 2) Development of programs, in accordance with an evolving plan for the institution or agency.
 - 3) In cooperation with appropriate parties, the promotion of the effective and efficient functioning of the institution or agency.
 - 4) Development of methods that will encourage responsible and effective contributions by various parties associated with the institution or agency in the achievement of the goals of the institution or agency.
- iii. Relations with the Public
- 1) Development of rapport between the institution or agency and the public that each serves.
 - 2) Official representation of the institution or agency and its Board-approved role and mission to the public.
- c. Appointment Terms and Conditions
- Each chief executive officer is employed and serves at the pleasure of the Board as an at-will employee. Appointments to the position of President of the higher education institutions and Executive Director of the Board are made by the Board. The Executive Director shall have authority to identify candidates and make recommendations for the appointment of Agency Heads, which must be approved and appointed by the Board. The Board and each chief executive officer may enter into an employment agreement for a term not to exceed five (5) years that documents the period of appointment, compensation, and any additional terms. The Board's Policies regarding Non-classified Employees, Section II, Subsection F, do not apply to the Board's chief executive officers.
- d. Evaluations

The Agency Heads are evaluated by the Executive Director annually, who makes recommendations to the Board with respect to compensation and employment actions. The Presidents and Executive Director are evaluated by the Board annually. The performance evaluation is based upon the terms of any employment agreement, the duties outlined in the policy and mutually agreed upon goals. Final decisions with respect to compensation and employment actions with regard to chief executive officers are made by the Board.

e. Compensation and Benefits

- i. Each chief executive officer's annual compensation shall be set and approved by the Board. A chief executive officer shall not receive supplemental salary compensation related to his or her service as chief executive officer from an affiliated institutional foundation, or from any other source. A chief executive officer must disclose to the Board, through its Executive Director or in executive session as appropriate (with updates as necessary), any activities and financial interests, including compensation from an outside source unrelated to his or her service as chief executive officer, that affects or could potentially affect the chief executive officer's judgment or commitment to the Board or the institution.
- ii. In addition to the compensation referred to above, each chief executive officer shall receive the usual and ordinary medical, retirement, leave, educational, and other benefits available to all institutional, and agency employees.
- iii. Each chief executive officer shall receive reasonable and adequate liability insurance coverage under the state's risk management program.
- iv. Relocation and moving expenses incurred by each chief executive officer will be paid in accordance with the policies and rates established by the State Board of Examiners.
- v. Each chief executive officer earns annual leave at a rate of two (2) days per month or major fraction thereof of credited state service.

f. Termination

In the event a chief executive officer's appointment is terminated by Board action (for or without cause), then such individual shall only be entitled to continued compensation or benefits, if any, for which he or she may be eligible under the terms of his or her employment agreement.

3. Institutional Presidents: Official Duties Related Spousal Expenses

The Board acknowledges that the spouse of an institutional president provides valuable service activities on behalf of the institution, the Board, and to the Idaho higher education system. The Board further recognizes that the spouse may be expected to attend certain functions related to the ongoing mission and purposes of

the institution. Accordingly, a spouse shall be eligible for reimbursement of authorized official travel and business related expenses, in accordance with the State of Idaho's travel and expense policies, as long as such expenses have a bona fide business purpose. To be a bona fide business purpose the presence and activities of the spouse at the function must be significant and essential (not just beneficial) to the institution. A president's spouse attending official functions as part of protocol or tradition and where the spouse makes an important contribution to the function can be considered serving a business purpose. For example, ceremonial functions, fundraising events, alumni gatherings, community, and recruiting events are examples of activities at which the presence of a spouse may contribute to the mission of the University. If a spouse has no significant role, or performs only incidental duties of a purely social or clerical nature, then such does not constitute a bona fide business purpose. Spousal expenses may not be charged to state funds; various non-state funds controlled by the institution may be used to fund spousal expenses.

4. President Emeritus/Emerita Designation

The Board may choose to grant President Emeritus/Emerita status to a retiring President. President Emeritus/Emerita status should be reserved to honor, in retirement, a president who has made distinguished professional contributions to the institution and who has also served a significant portion of his/her career at the institution. The intent of conferring President Emeritus/Emerita status is to bestow an honorary title in recognition of successful tenure in the Presidential role.

a. Appointment Procedure

An institution may forward a recommendation to the Board that this honorary title be conferred upon a President that is retiring or has retired from the institution. Each institution shall provide for input into the recommendation from the campus community.

b. Rights, Privileges and Responsibilities

Rights and privileges of such a distinction shall be, insofar as resources will allow, similar to those of active institutional staff, including such privileges as:

- i. staff privileges for activities, events and campus facilities;
- ii. receipt of institutional newspaper and other major institutional publications and receipt of employee/spouse fee privilege (see Section V. R.).

5. Procedures to Prevent the Spread of Infectious Disease.

Pursuant to section 33-3730, Idaho Code, the executive director is delegated authority to, upon request from an institution in situations requiring immediate action, close an institution or any of its buildings or campuses if needed to prevent the spread of contagious or infectious disease. Also pursuant to section 33-3730,

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

Idaho Code, the president of each institution is delegated the authority to implement measures required to prevent the spread of contagious or infectious disease, including limiting programs or activities. Any such action taken shall be considered by the Board at its next meeting.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 25, 2021**

DIVISION OF CAREER TECHNICAL EDUCATION (DIVISION)

SUBJECT

Board Policy IV.E. Division of Career Technical Education – First Reading

REFERENCE

August 28, 2019	Board approved the first reading of proposed amendments to Board Policy IV.E adding three new sections of policy: secondary career technical program approval, allowable uses for added-cost funds, and formalizing occupational specialist certificate endorsements.
October 16-17, 2019	Board approved the second reading of proposed changes to Board Policy IV.E and pending rule amending IDAPA 08.02.02 removing language for CTE degree-based endorsements.
April 22, 2020	Board approved first reading of proposed amendments to Board Policy IV.E. grandfathering in certain occupational endorsements.
April 27, 2020	Board approved second reading proposed amendments to Board Policy IV.E.
August 26, 2020	Board approved first reading of proposed amendments to Board Policy IV.E.4.a. clarifying state programs administered by the Division.
October 21, 2020	Board approved second reading of proposed changed to Board Policy IV.E. Division of Career Technical Education.

APPLICABLE STATUTE, RULE, OR POLICY

State Board of Education Governing Policies and Procedures IV.E.
Sections 33-105, and 33-2202, Idaho Code
IDAPA 08.02.02.015

BACKGROUND/DISCUSSION

Individuals coming from the private sector into the career technical education teaching profession are awarded a three (3) year non-renewable Limited Occupational Specialist Certificate while they work to meet the necessary requirements to obtain a Standard Occupational Specialist teaching certification. Endorsements attached to Occupational Specialist Certificates focus on the content knowledge relevant to the industry from which the individual came prior to teaching. In addition to the occupational special certificate route available to career technical education teachers, there are seven degree-based endorsement areas: agricultural science and technology; business technology education; computer science technology; engineering; family and consumer sciences; marketing technology education; and technology education. Prior to 2019,

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 25, 2021

requirements for these degree-based endorsements were contained in IDAPA 08.02.02. At the request of the State Department of Education, the Board approved a pending rule with amendments to IDAPA 08.02.02 removing the language at the Board's October 2019 Regular Board meeting.

The State Board of Education adopted the first written language for Occupational Specialist endorsements in August 2019. Two "grandfathered" endorsement omissions were noted as not included in the approved version of the proposed language. Approval of this update will make technical corrections, add the two omitted grandfathered endorsements and add language for existing degree-based career technical endorsements.

IMPACT

This policy amendment will ensure that secondary instructors coming from industry will have an endorsement that aligns with their content knowledge and will help to ensure consistency statewide regarding instructor qualifications.

ATTACHMENTS

Attachment 1 – Secondary Occupational Specialist Endorsement Revisions

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Chapter 22, Title 33, Idaho Code, establishes the duties, powers, and responsibilities of the State Board for Career Technical Education, including naming the State Board of Education as the Board of Career Technical Education and granting authority to the Board to establish the Division of Career Technical Education. As the Board for Career Technical Education, the Board is granted the authority to disburse monies appropriated by the state for the promotion of career technical education. Section 33-2203, Idaho Code, further grants the Board "full power to formulate plans for the promotion of career technical education in such subjects as are an essential and integral part of the public-school system of the state of Idaho, and to provide for the preparation of teachers of such subjects...." In addition to the authority vested in the Board for career technical education, Chapter 12, Title 33, establishes minimum educator certification requirements and grants the responsibility and authority of implementing these requirements in the State Board of Education. These duties include responsibility for certification of all teachers. The Board has exercised its duties for educator certification through the establishment of certification requirements in IDAPA 08.02.02, Rules Governing Uniformity. This includes the requirements for occupation specialist certificates as industry-based career technical educator certificates. However, the occupational specialist certificate requirements established in IDAPA 08.02.02 only referenced degree-based career technical certification with no reference to endorsements for occupation specialists. The Board started the process to codify these endorsements in 2019 by adding them to the Board's Governing Policies and Procedures. This process allows for the Board to react more quickly in updating and amending the requirements in consideration of industry and stakeholder input.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 25, 2021

Adding these additional endorsements will recodify the degree-based endorsements in a manner consistent with the occupational specialist certificates.

Staff recommends approval.

BOARD ACTION

I move to approve the First Reading of Board Policy IV.E. Division of Career Technical Education as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: E. Division of Career Technical Education

October 2020

1. Purpose.

The Division of Career Technical Education (Division) provides leadership and coordination for programs in career technical education in various parts of the state. The general purpose of the Division is to carry out the governing policies and procedures of the Board and the applicable provisions of state and federal career technical education regulations assigned to the Division.

2. Delegation of Authority

The Administrator is the chief program and administrative officer of the Division, is appointed by, and serves in this position at the pleasure of the Board. The Administrator of the Division of Career Technical Education serves as the chief executive officer of the statewide career technical education system with the responsibility to supervise and manage career technical education programs in Idaho within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services pursuant to Board Policy I.E. Executive Officers. The Administrator shall report to the Board through the Executive Director. The Administrator is responsible for the preparation and submission, through the Executive Director, of any matters related to career technical education for Board review and action.

3. Definitions

- a. Concentrator means a secondary student enrolled in a capstone course.
- b. Local Education Agencies means a public school district or charter school, including specially chartered districts.
- c. Technical College Leadership Council (TCLC) means the career technical education deans of the six regional public technical colleges in Idaho.
- d. Technical Skill Assessment means an assessment given at the culmination of a pathway program during the capstone course and measures a student's understanding of the technical requirements of the occupational pathway.
- e. Workplace Readiness Assessment means an assessment of a career technical education student's understanding of workplace expectations.

4. Functions

The Division provides statewide leadership, administration, supervision, planning, and coordination for career technical education activities in Idaho. The major functions include:

- a. Statewide Administration: maintaining a qualified professional staff to provide statewide leadership and coordination for career technical education and the programs offered in accordance with applicable state and federal regulation, Fire Service Training and STAR Motorcycle Safety Program.
- b. Supervisory and Consultative Services: providing technical assistance to local education agencies to assist in the implementation and maintenance of career technical education programs including support and leadership for student organizations and education equity.
- c. Planning: assisting local education agencies in the development of annual plans and data collection and analyzing services for the establishment of a five-year plan, annual plans, and accountability reports from the local education agencies.
- d. Evaluation: conducting and coordinating career technical education evaluations in accordance with state and federal guidelines to monitor program activities and to determine the status of program quality in relation to established standards and access.
- e. Budget Preparation: preparing annual budgets and maintaining a statewide finance and accountability system.
- f. Program and Professional Improvement: initiating and coordinating research, curriculum development, process improvement, and staff development statewide.
- g. Management Information: collecting, analyzing, evaluating and disseminating data and program information which provides a comprehensive source of accurate, current, and easily accessible information for statewide decision making.
- h. Coordination: providing liaison with related state agencies and organizations, business and industry, and community-based organizations.

5. Organization.

The programs and services of the Division are organized into two (2) broad segments: (a) Regular Occupational Programs and (b) Special Programs and Support Services.

- a. Regular Occupational Programs are programs designed to prepare students at the secondary and postsecondary levels with the skills, knowledge, attitudes, and habits necessary for entry-level employment in recognized occupations in Idaho

regions, and may extend to the Northwest and nationally. These programs also provide the supplemental training to upgrade the skills of those citizens of Idaho who are currently employed. Regular programs include clusters and pathways in the following program areas:

- i. Agriculture, Food & Natural Resources;
- ii. Business & Marketing;
- iii. Engineering & Technology Education;
- iv. Family & Consumer Sciences and Human Services;
- v. Health Professions and Public Safety; and
- vi. Trades & Industry.

A program quality manager is employed in each program area to provide leadership and technical assistance to local education agencies.

- b. Special Programs and Support Services are special programs designed to serve students who are considered special populations, students with special needs, and include other program activities not considered occupational in nature. These programs include Single Parent/Displaced Homemaker, Education Equity, and middle school career technical education.
- c. Through state and federal regulations, or by contract for administration, the Division may supervise and manage other career technical training programs as appropriate.

6. Program Delivery

Career technical education programs are made available at three (3) levels in Idaho -- secondary, postsecondary, and workforce training.

7. Secondary Programs

- a. Secondary Programs are provided through participating local education agencies and career technical schools. Secondary programs are established by the Division and may be categorized as either a cluster program or a pathway program.
- b. Cluster Program: provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations. A cluster program must meet the following requirements:
 - i. Consist of a variety of foundation and intermediate courses within a single Career Cluster. The program does not culminate in a capstone course.
 - ii. Offer a program that is three or more semesters (or the equivalent) in length.
 - iii. Demonstrate a strong career/workplace readiness skills alignment.
 - iv. Participate in a related Career Technical Student Organization.
 - v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.

- vi. Require a nationally validated, industry-based Workplace Readiness Assessment created to evaluate skills and attitudes needed for success in the workplace administered by an approved developer as part of the program.
- c. Pathway Program: provides specific career area occupational preparation, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program. A pathway program must meet the following requirements:
 - i. Consist of a sequence of courses that culminate in a capstone course and aligns with Board approved career technical education content standards.
 - ii. Offer a program that is three or more semesters (or the equivalent) in length.
 - iii. Demonstrate a strong career/workplace readiness skills alignment.
 - iv. Participate in a related Career Technical Student Organization.
 - v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.
 - vi. Require the Workplace Readiness Assessment as part of the program.
 - vii. Demonstrate alignment to similar postsecondary program outcomes as well as to relevant industry recognized standards.
 - viii. Offer work-based learning experience opportunities for students (paid or unpaid).
 - ix. Require a pathway-identified Technical Skill Assessment for all students enrolled in the capstone course (concentrators).
 - x. Ensure the program meets the requirements for concentrators to obtain Technical Competency Credit for aligned postsecondary programs.
 - xi. Require a nationally validated, industry-based technical skill assessment administered by an approved developer.
- d. All junior and senior concentrators are required to take the technical skill assessment associated with their program. In the event a senior concentrator is enrolled in a pathway program that does not yet have an approved technical skill assessment, that student will take only the workplace readiness assessment until the pathway program technical skill assessment has been approved.
- e. All seniors enrolled in more than one career technical education course are required to take the workplace readiness assessment.
- f. Secondary Program Approval

The Division accepts applications each year from local education agencies to establish new secondary career technical programs, change a program type or reactivate an inactive program. To be considered in a given fiscal year the application must be received no later than February 15. Only approved programs are eligible to receive added-cost funds, or additional career technical education

funding including, Idaho Program Quality Standards, Program Quality Initiative, Workforce Readiness Incentive Grant, and federal Perkins funding. In order to receive added-cost funds, a program must also be taught by an appropriately certified career technical education teacher. Career technical education teacher certification requirements are established in IDAPA 08.02.02. Applications must be submitted in a format established by the Administrator.

The Division will evaluate applications on standard criteria. Approval of new programs and reactivation of inactive programs will be based on available funding; priority will be given to pathway programs. A local education agency must demonstrate that, as part of its decision for creating, changing, or reactivating a career technical program, the local education agency has considered the recommendations from a local technical advisory committee. If such a committee does not already exist, the local education agency must create a committee for the express purpose of evaluating local and/or regional need for the proposed career technical program and for providing guidance on the application for such program. Applications must indicate if the program is a cluster or a pathway program and will be evaluated according to the specific program type. Denial of applications will be based on failure to meet the application requirements, including but not limited to missing deadlines, information, failure to meet minimum program requirements or failure to respond to any request for additional information within the timeframe specified in the application. Local education agencies will be notified of their application status on or before April 30 of the application year. Prior to receiving added-cost funds, the local education agency must submit the applicable statement of assurances, as outlined in the application approval letter.

- i. Comprehensive high school new cluster programs will be evaluated on the following criteria:
 - 1) Meeting minutes that reflect recommendations from the local technical advisory committee
 - 2) Alignment with one of four approved cluster program areas
 - 3) Provides basic workplace readiness skills
 - 4) Connection to a Career Technical Student Organization (CTSO) supported by the Division
 - 5) Representation on the technical advisory committee in alignment with the program area industry
 - 6) Realistic, applied learning, provided through lab and industry-related activities
 - 7) Facilities to accommodate the program with equipment and space
 - 8) Agreement with the Statement of Assurances, as defined in the application
- ii. Comprehensive high school new pathway programs will be evaluated on the following criteria:

- 1) Meeting minutes that reflect recommendations from the local technical advisory committee
 - 2) Alignment with one of the approved pathway programs established by the Division
 - 3) Provide basic workplace readiness skills
 - 4) Consists of sequential, intermediate and capstone courses that meet the minimum requirements
 - 5) Connection to a Career Technical Student Organization (CTSO) supported by the Division
 - 6) Technical advisory committee that includes representatives from the identified occupational pathway
 - 7) Realistic, applied learning, provided through lab and industry-related activities
 - 8) Work-based learning opportunities
 - 9) Regional need for the program, established through labor market data
 - 10) Alignment with Board-approved program standards
 - 11) Alignment to related postsecondary program
 - 12) Facilities to accommodate a pathway program with the appropriate and relevant equipment and space for the pathway
 - 13) Agreement with the Statement of Assurances, as defined in the application
- iii. Career Technical School (CTS) pathway programs must meet the evaluation criteria for a new pathway program, as well as the criteria outlined in IDAPA 55.01.03.

g. Allowable Use of Added-Cost Funds

Added-cost funds are distributed to school districts to cover instructor and program expenses beyond those normally encountered by Idaho public schools at the secondary level. Allocations are calculated based on career technical education teacher full-time equivalency (FTE) and must be used to support all career technical education programs in the school districts. Added-cost funds may only be used for expenses directly related to an approved career technical education program in five (5) categories:

i. Instructional and Program Promotion Materials and Supplies

- 1) Single copy reference materials, including single-user electronic reference materials
- 2) Consumable student lab and classroom manuals
- 3) Consumable materials and supplies that support the instructional program
- 4) Workplace Readiness Assessment (WRA) and Technical Skill Assessment (TSA) exam costs (excluding retakes) for those exams administered outside the Division-funded testing window
- 5) Web-based licensed products to support program instruction and management

- 6) Materials and supplies used in CTE program promotion
- ii. Equipment
 - 1) Equipment costing \$500 or more per unit cost and having an expected life greater than two years (software is not considered equipment)
 - 2) Computers and peripherals necessary for program instruction above and beyond equipment provided to academic classrooms
- iii. Salaries
 - 1) Time beyond the normal academic year to be defined as the last school session calendar day of the current year and before the first session calendar day of the subsequent year, which should be a documented agreement between the district and the CTE instructor
 - 2) Time during the normal academic year for CTSO advisors who travel and stay in hotels to attend state and national leadership conferences with their students, beyond the normal school week to include one (1) day for a state leadership conference and two (2) days for a national leadership conference
 - 3) For health professions programs only, time beyond the normal school day, i.e., evenings and weekends, for licensed professional teachers delivering required instruction to students at clinical sites
- iv. Contracts
 - 1) Services contracted by the district for maintaining and repairing CTE equipment and for operating and maintaining CTE labs and shops (e.g., equipment service contracts and hazardous waste disposal)
 - 2) Fees and expenses for supplemental specialized instruction (e.g., certified CPR trainer, OSHA certification instructor, short-term specialized instruction from subject matter expert, supplemental staff to supervise students in a clinical environment)
- v. Travel and Professional Expenses
 - 1) Instructor travel costs and fees for CTE-related professional development (e.g., conferences, seminars, workshops, state-sponsored meetings, summer conference, and back-to-industry experiences related to the CTE program)
 - 2) Instructor travel costs and fees related to CTE student activities and CTSO activities (e.g., conference registration fees, mileage, per diem, lodging)
 - 3) Instructor membership dues for professional associations and CTSO affiliations related to program area.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

- 4) Up to ten percent (10%) of the CTE added-cost funding for student transportation within the state to a state-approved CTSO leadership conference or event
- vi. Added-Cost Funds may not be used for:
 - 1) Print textbooks, electronic textbooks, and/or other electronic media used as the primary source of content delivery
 - 2) Technology related to general instructional delivery (e.g., projectors, cell phones)
 - 3) Classroom equipment, supplies, and web-based licensed products that are provided to all district teachers and classrooms
 - 4) Fundraising equipment and supplies
 - 5) Equipment not related to program instruction
 - 6) Salaries and benefits for certified employees (i.e., teachers who hold certification) and classified employees (i.e., employees other than certified or professional teachers)
 - 7) Salaries and benefits to replace furlough days
 - 8) Salaries and benefits for district pre-service and/or in-service days
 - 9) Salaries and benefits for substitutes
 - 10) Contracted salaries or benefits to provide the basic instructional program
 - 11) Fees to obtain or renew teaching credentials and/or professional licenses
 - 12) Tuition and transcribed credits, including professional development credits
 - 13) Individual student travel fees and expenses
8. Occupational Specialist Certificate Endorsements, effective July 1, 2020. Pursuant to Section 33-1201, Idaho Code, every person employed in an elementary or secondary school in the capacity of a teacher must have a certificate issued under the authority of the State Board of Education. Certification requirements are established in IDAPA 08.02.02. ~~In addition to a certificate, e~~Each certificate must have one or more endorsements indicating the occupational area the teacher is qualified in to provide instruction. Endorsement eligibility is determined by the Division of Career Technical Education. Career technical education endorsements consist of the following:
 - a. Endorsements A-C
 - i. Administrative Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: proficiency in word processing, spreadsheet, database, presentation, and technology media applications; accounting functions; legal and ethical issues that impact business; customer relations; business communication; and business office operations.
 - ii. Agribusiness (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant and animal science; agricultural economic principles; business planning and entrepreneurship; agriculture business financial concepts and recordkeeping systems; risk management

- in agriculture; laws related to agriculture and landowners; marketing and sales plans; and sales.
- iii. Agriculture Food Science and Processing Technologies (6-12). Industry experience that indicates applied competence in the majority of the following areas: properties of food; principles of processing; post-processing operations; safety practices; and equipment and tools used in food processing.
 - iv. Agriculture Leadership and Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: applied communications and leadership through agricultural education; supervised agricultural experience; career opportunities in agricultural science, communications, and leadership; agriculture's impact on society; agricultural science principles; agricultural communication principles; and agricultural leadership principles.
 - v. Agriculture Mechanics and Power Systems (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; tools and hardware; metal technology; power systems; electricity; mathematical applications; insulation; and careers in agricultural mechanics and powers systems.
 - vi. Animal Science (6-12). Industry experience that indicates applied competence in the majority of the following areas: animal agricultural industries; nutritional requirements for livestock; livestock reproductive systems; principles of evaluation for animal selection; animal welfare, handling, and quality assurance; medication and care; disease transmission and care; harvesting and processing of animal products; and animal science risk management.
 - vii. Apparel/Textiles (6-12). Industry experience that indicates applied competence in the majority of the following areas: fashion trends; design sketches; color and fabric selection; production of clothing and accessories; and enhancement of function and safety.
 - viii. Applied Accounting (6-12). Industry experience that indicates applied competence in the majority of the following areas: accounting functions; accounting ethics; software application packages; financial statements; asset protection and internal controls; inventory records; long-term assets; and payroll procedures.
 - ix. Automated Manufacturing (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab organization and safety practices, blueprint reading, measuring, computer-aided design (CAD); computer-aided manufacturing (CAM), computer numeric control (CNC), fundamental power system principles, manufacturing processes, electronic and instrumentation principles, machining, robotics and materials-handling systems, and additive (3D) printing.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

- x. Automotive Collision Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: auto body collision-repair practices; tools; trade skills in refinishing, welding, and painting.
- xi. Automotive Maintenance & Light Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: service, maintenance, and repair practices for a wide variety of vehicles; and diagnosing, adjusting, repairing, and replacing individual vehicle components and systems.
- xii. Business Digital Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: elements and principles of design and visual communications; professional communication skills; editing and proofreading; copyright and intellectual property law; portfolio development; content development strategy; branding and corporate identity; graphic communication production; video editing; web page development; web page design and layout; and web-related planning and organizational standards.
- xiii. Business Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: planning and organizing; directing, controlling and evaluating goals and accomplishments; financial decision-making; competitive analysis and marketing strategies; human resource management; customer relations; technology; project management; operations and inventory; and social responsibility.
- xiv. Cabinetmaking and Bench Carpentry (6-12). Industry experience that indicates applied competence in the majority of the following areas: cabinetmaking and millwork production; cutting, refinishing, installing, and shaping of various materials; knowledge of industry standards and construction applications; hardware; and blueprint reading.
- xv. Certified Welding (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental print reading; measurement and layout/fit-up techniques; properties of metals; shielded metal arc welding (SMAW); gas metal arc welding (GMAW and GMAW-S); flux cored arc welding (FCAW-G); gas tungsten arc welding (GTAW); thermal cutting processes; welding codes; inspection and testing principles; and fabrication techniques.
- xvi. Child Development & Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: early childhood-education career paths and opportunities for employment; ethical conduct; advocacy for children; child/human development and learning; family and community relations; child observation, documentation, and assessment; positive relationships and supportive interaction; and approaches, strategies, and tools for early childhood education.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

- xvii. Commercial Photography (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethics in photography, elements and principles of design composition, cameras and lenses, exposure settings, light sources, digital workflow, presentation techniques and portfolios, and production using industry standard software.
 - xviii. Computer Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic network technologies, laptop support, PC support, printer support, operating systems, security, mobile device support, troubleshooting techniques, and trends in the industry.
 - xix. Construction Trades Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: comprehensive knowledge of structural systems and processes, classical and contemporary construction elements, knowledge of industry standards, knowledge of architecture, basic cabinetry and millwork, and blueprint reading.
 - xx. Cosmetology (6-12). Industry experience that indicates applied competence in the majority of the following areas: hair design; skincare; nail care; industry guidelines and procedures; entrepreneurship; and communications. Instructor must hold a current and valid Idaho license or certificate as a cosmetologist.
 - xxi. Culinary Arts (6-12). Industry experience that indicates applied competence in the majority of the following areas: experience as a chef in a full-service restaurant; business operations experience in the culinary/catering industry; communication and organization skills with customers and vendors; industry-recognized food safety and sanitation certification; knowledge of proper food handling, ingredients, food quality and control practices; culinary tools and equipment; cooking methods; meal preparation; menu planning principles and industry trends and career options.
- b. Endorsements D-N
- i. Dental Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: dental professions pathways; ethics in dental practice; nutrition as related to oral health; infection control; occupational safety; dental-related anatomy and pathology; dental anesthesia; dental assisting skills; dental materials; and dental radiology. Instructor must hold a current and valid Idaho license or certificate as a dental assistant, dental hygienist, or dentist.
 - ii. Digital Media Production (6-12). Industry experience that indicates applied competence in the majority of the following areas: graphic design industry structure; elements and principles of design composition; visual communication; industry-standard software production; ethics and graphic design; digital portfolios; mathematical skills as related to design;

- communication skills; editing and proofreading; video editing; digital media and production; dissemination techniques and methods; broadcasting equipment, camera, and lens operations; light sources; presentation techniques; public speaking; and writing skills.
- iii. Drafting and Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: technical drawings, scale drawings, architectural drafting, mechanical drafting, orthographic projection, two- and three-dimensional drawings, manual drafting, and computer aided design.
 - iv. Ecology and Natural Resource Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: ecological concepts and scientific principles related to natural resource systems; forest types; forest management components and practices; fire ecology and management; importance and application of GPS/GIS in natural resource management; fish and wildlife ecology; and mineral and energy resources management.
 - v. Electrical Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits, DC principles, AC concepts, soldering techniques, circuits, and electrician-associated electronic components and tools. Instructor must hold a current and valid Idaho license or certificate as an electrician.
 - vi. Electronics Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits; DC principles; AC principles; soldering techniques; circuits; digital electronics; electronic circuits; electronic devices; and electronic digital circuitry simulations and associated electronic components and tools.
 - vii. Emergency Medical Technician (EMT) (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental knowledge of the emergency management services (EMS) system; medical and legal/ethical issues in the provision of emergency care; EMS systems workforce safety and wellness; documentation; EMS system communication; therapeutic communication; anatomy and physiology; medical terminology; pathophysiology; and lifespan development (per the EMR and EMT sections of the Idaho EMS Education Standards located on the Idaho Department of Health and Welfare website). Instructor must have passed the National Registry exam. Instructor must hold a current and valid Idaho EMS license or certificate and be certified as an EMT instructor through Idaho EMS.
 - viii. Firefighting (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; firefighting procedures; firefighting tactics; firefighting equipment and vehicles; EMT basic training; first aid and CPR training; and

- reporting requirements under Idaho criminal code. Instructor must hold a current and valid Idaho license or certificate as an EMT and firefighter.
- ix. Graphic Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: the graphic design industry; elements and principles of design and visual communication; production using industry standard software; branding and corporate identity; ethical and legal issues related to graphic design; portfolio development and evaluation; mathematics for visual communications; communication; editing and proofreading; graphic design in digital media; and applied art.
 - x. HVAC Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the HVAC trade as approved by the Idaho HVAC Board and the Idaho State Board for Career Technical Education: installing, altering, repairing, and maintaining HVAC systems and equipment including air conditioners, venting or gas supply systems, ductwork, and boilers. Instructor must hold a current and valid Idaho license or certificate as an HVAC Technician.
 - xi. Heavy Equipment/Diesel Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of diesel engine service; preliminary inspection; identification and repair of vehicle components; preventative maintenance; and heavy equipment applications.
 - xii. Hospitality Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: business structures; economics; human resources; sales and marketing; finance and budgeting; safety and security; legal and ethical considerations; event planning and management; teamwork; communication skills; lodging operations; and food and beverage operations.
 - xiii. Hospitality Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: careers in the hospitality and tourism industry; customer service; event planning implementation; procedures applied to safety, security, and environmental issues; practices and skills involved in lodging occupations and travel-related services; and facilities management.
 - xiv. Industrial Mechanics (6-12). Industry experience that indicates applied competence in the majority of the following areas: industrial mechanics knowledge; shop skills; diagnostic and repair techniques; welding; hydraulic; electronic systems; and maintenance and preventative maintenance.
 - xv. Journalism (6-12). Industry experience that indicates applied competence in the majority of the following areas: legal and ethical issues related to journalism and photojournalism, principles and techniques of media design,

design formats, journalistic writing, social media and digital citizenship, and media leadership.

- xvi. Law Enforcement (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; defensive strategies; investigative strategies; search principles and strategies; tactical procedures; vehicle operations; knowledge of weapons and use where appropriate; first aid and CPR training; social and psychological sciences; and identification systems.
 - xvii. Marketing (6-12). Industry experience that indicates applied competence in the majority of the following areas: economic systems; international marketing and trade; ethics; external factors to business; product/service management; pricing; distribution channels; advertising; sales promotion; public relations; retail management; market research and characteristics; digital marketing; and financing and financial analysis.
 - xviii. Medical Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: human anatomy, physiology and pathology, medical terminology, pharmacology, clinical and diagnostic procedures, medication administration, patient relations, medical law and ethics, scheduling, records management, and health insurance. Instructor must hold a current and valid medical assistant certification as evidenced in the national registry.
 - xix. Networking Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: PC hardware configuration, fundamental networking technologies, operating systems, basic networking, basic security, and basic network configurations.
 - xx. Nursing Assistant (6-12). Industry experience that indicates applied competence in the majority of the following areas: scope of practice; ethics and legal issues; communication and interpersonal relationships; documentation; care practices; infection prevention; human anatomy and physiology; medical terminology; personal care procedures; physiological measurements; nutritional requirements and techniques; procedures and processes related to elimination; quality patient environment; patient mobility; admission, transfer, and discharge procedures; care of residents with complex needs; and safety and emergency. Instructor must hold a current and valid Idaho registered nursing license and be approved as a certified CNA primary instructor through Idaho Department of Health and Welfare.
- c. Endorsements O-W
- i. Ornamental Horticulture (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; plant anatomy; plant physiology; plants identification skills; growing media; plant nutrition; integrated pest management; plant propagation; ornamental

- horticulture crops; business concepts; plant technologies; ornamental design standards; and career opportunities in ornamental horticulture.
- ii. Pharmacy Technician (6-12). Industry experience that indicates applied competence in the majority of the following areas: patient profile establishment and maintenance; insurance claim preparation; third-party insurance provider correspondence; prescription and over-the-counter medications stocking and inventorying; equipment and supplies maintenance and cleaning; and cash register operation. Instructor must be a pharmacist, registered nurse, or pharmacy technician holding a current and valid Idaho license or certification.
 - iii. Plant and Soil (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant anatomy and identification; plant processes, growth, and development; soil and water; plant nutrition; integrated pest management; careers and technology; and safety.
 - iv. Plumbing Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the plumbing trade as approved by the Idaho Plumbing Board and the Idaho Board for Career Technical Education: repairing, installing, altering, and maintaining plumbing systems and fixtures including interconnecting system pipes and traps, water drainage, water supply systems, and liquid waste/sewer facilities. Instructor must hold a current and valid Idaho license or certificate as a plumber.
 - v. Pre-Engineering Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab safety; impacts of engineering; ethics of engineering; design process; documentation; technical drawing; 3D modeling; material science; power systems; basic energy principles; statistics; and kinematic principles.
 - vi. Precision Machining (6-12). Industry experience applied the majority of the following areas: precision machining practices; tools used to shape parts for machines; industrial mechanics; shop skills; safety in practice; blueprint reading; and diagnostic and repair techniques.
 - vii. Programming & Software Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic programming principles; problem solving; programming logic; validation; repetition; programming classes; exceptions, events, and functionality; arrays and structure; design principles; system analysis; and implementation and support.
 - viii. Rehabilitation Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethical, legal, and professional responsibilities; medical terminology; anatomy and physiology; roles and responsibilities of the rehabilitation team; patient care skills; therapeutic interventions; and common pathologies. Instructor must be a

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

health professional holding a current and valid Idaho license or certificate in his/her field of study.

- ix. Small Engine Repair/Power Sports (6-12). Industry experience that indicates applied competence in the majority of the following areas: small gasoline engine construction and performance; industry-related resources; equipment used to diagnose and troubleshoot issues; repair; entrepreneurship; and customer service.
 - x. Web Design and Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: web page development, web page design and layout, integration of web pages, web planning and organizational standards, and web marketing.
 - xi. Work-Based Learning Coordinator (6-12). Educators assigned to coordinate approved work-based experiences must hold this endorsement. Applicants must hold an occupational endorsement on the Degree Based Career Technical Certificate or Occupational Specialist Certificate, and complete coursework in coordination of work-based learning programs.
- d. The following career technical education endorsements awarded prior to July 1, 2020 shall be grandfathered and shall not be awarded after July 1, 2020:
- i. Agricultural Business Management (6-12)
 - ii. Agricultural Power Machinery (6-12)
 - iii. Agricultural Production (6-12)
 - iv. Animal Health and Veterinary Science (6-12)
 - v. Aquaculture (6-12)
 - vi. Business Management/Finance (6-12)
 - vii. Child Development Care and Guidance (6-12)
 - viii. Culinary Arts (6-12)
 - ix. Dietitian (6-12)
 - x. Farm and Ranch Management (6-12)
 - xi. Fashion and Interiors (6-12)
 - xii. Food Service (6-12)
 - xiii. Forestry (6-12)
 - xiv. Horticulture (6-12)
 - xv. Information/Communication Technology (6-12)
 - xvi. Microcomputer Applications (6-12)
 - xvii. Natural Resource Management (6-12)
 - xviii. Networking and Computer Support (6-12)
 - xix. Orientation to Health Professions (6-12)
 - xx. Programming and Web Design (6-12)

e. Degree Based Career Technical Certificate Endorsements:

- i. Agricultural Science and Technology (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching agricultural science and technology, agriculture education, agriculture mechanics, agriculture business management, soil science, animal science, plant science, and horticulture.
- ii. Business Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching business technology education, accounting, computer and technical applications in business, economics, business communication/writing, finance, marketing, business management, and office procedures. Additional coursework may include entrepreneurship or business law.
- iii. Computer Science (6-12). Successful attainment of an Institutional Recommendation for the Computer Science (6-12) endorsement on a Standard Instructional Certificate, completion of coursework satisfying Section 04.b above, and related industry experience satisfying Section 4.c above.
- iv. Engineering (6-12). Successful attainment of an Institutional Recommendation for the Engineering (6-12) endorsement on a Standard Instructional Certificate, completion of coursework satisfying Section 04.b above, and related industry experience satisfying Section 04.c above.
- v. Family and Consumer Sciences (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching family and consumer sciences; foundations of family and consumer sciences; consumer economics and family resources; child/human development; early childhood laboratory or practicum teaching experience; family and interpersonal relationships; food safety; the science of food preparation or culinary arts; lifespan nutrition and wellness; living environments and interior design; and apparel and textiles. Additional coursework may include hospitality and tourism, and entrepreneurship.
- vi. Marketing Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching marketing technology education, marketing, business management, economics, merchandising/retailing, finance, and accounting. Additional coursework may include entrepreneurship.
- vii. Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching technology education; communication technology; computer applications; construction technology; electronics technology; manufacturing technology; power, energy, and transportation; principles of engineering design; and other relevant emerging technologies.

9. Postsecondary Programs

- a. Postsecondary Programs are provided through the state system of six (6) regional technical colleges. Postsecondary programs are defined in Board Policy III.E and are reviewed by the Administrator. In accordance with Board Policy III.G., the

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

Administrator shall meet with the Technical College Leadership Council (TCLC) on a regular basis. The regional technical colleges are:

- i. College of Western Idaho (Nampa)
- ii. College of Southern Idaho (Twin Falls)
- iii. College of Eastern Idaho (Idaho Falls)
- iv. Idaho State University College of Technology (Pocatello)
- v. Lewis-Clark State College (Lewiston)
- vi. North Idaho College (Coeur d'Alene)

- b. Workforce Training Programs are primarily provided through the six (6) regional technical colleges to provide upgrading and retraining programs for persons in the work force and to support regional industry needs. These offerings range from brief seminar classes to intensive courses which normally are fewer than 500 hours of annual instruction.

10. The Idaho Agricultural Education Quality Program Standards shall be used to evaluate the quality of Agricultural, Food and Natural Resource education programs. The Idaho Agricultural Education Quality Program Standards as approved August 14, 2014, are adopted and incorporated by reference into this policy. The standards may be found on the Division of Career Technical Education website at <http://cte.idaho.gov>.

11. Internal Policies and Procedures

The chief executive officer may establish additional policies and procedures for the internal management of the Division of Career Technical Education that complement, but do not supplant, the Governing Policies and Procedures of the Board. Such internal policies and procedures are subject to Board review and action.

12. Industry Partner Fund

In an effort to increase the capacity of each of Idaho's six public technical colleges to work with regional industry partners to provide a "rapid response to gaps in skills and abilities," Idaho has established the Industry Partner Fund. The purpose of the fund is to provide funds that give the technical colleges the flexibility to work with Idaho employers to provide "timely access to relevant college credit and non-credit training and support projects."

a. Industry Partner Fund Definitions:

- i. Technical College Leadership Council (TCLC) means the career technical education deans of Idaho's six public technical colleges
- ii. Wage threshold means evidence that training will lead to jobs that provide living wages appropriate to the local labor market or local standard of living.
- iii. Regional means the six defined career technical service regions pursuant to Board Policy III.Z.

- iv. Support project means supplemental items, activities, or components that may enhance program outcomes (such as job analysis, placement services, data collection and follow up, workplace readiness skills training, etc.)
- v. Regional industry partners means employers that operate in Idaho and/or serve as a talent pipeline for Idaho students and employees.
- vi. Impact potential means the extent to which the training or project will increase regional capacity to meet talent pipeline needs. May include number of students or employees affected, associated wages, and long-term regional improvement or sustainability. May also include the timeframe for implementation.
- vii. Demonstrated commitment means the promissory financial commitment made by the partner employer that includes cash or in-kind contribution to the project.

b. Roles and Responsibilities

The Administrator and TCLC are jointly responsible for reviewing and administering the application process for accessing Industry Partner Fund monies.

The TCLC, in accordance with the deadlines outlined in the following section, shall conduct the preliminary review of all proposals to ensure they meet the eligibility requirements and align with legislative intent. Each institution shall have one vote on the TCLC throughout the recommendation process. Deans shall not vote on proposals from their institution. The TCLC shall make recommendations to the division administrator to approve, deny, or modify submitted proposals.

The Administrator shall review all eligible proposals and make the final determination on the award of those proposals.

The Division shall be responsible for management and distribution of all moneys associated with the fund.

c. Submission and Review Process

Proposals will be accepted quarterly, on a schedule set by the Division. The TCLC shall provide the Administrator with recommendations on which proposals to award within 14 calendar days of the closing date of the application period. Pursuant to language outlined in Section 33-2213, Idaho Code, the TCLC and the Administrator will notify the technical college within 30 days of submission of their proposal as to whether their proposal was approved.

Submitted proposals must contain all required supporting documentation, as outlined by the Administrator, the TCLC, and as specified in the application.

Proposals must be signed by the College Dean, Financial Vice President/Chief Fiscal Officer, Provost/Vice President for Instruction, and institution President.

Proposals must outline how the institution and industry partner(s) are unable to meet industry need with existing resources.

d. Eligibility Criteria

Each proposal will be reviewed and evaluated according to the following criteria:

- i. The extent to which the proposal meets regional demand
- ii. Relevant labor market information, which must include, but is not limited to, Idaho Short Term Projections (Idaho Department of Labor)
- iii. Wage thresholds – low wage program starts should be accompanied with appropriate justification including regional economic demand.
- iv. Impact potential
- v. Degree of employer commitment
- vi. The extent to which the proposal aligns with and/or supports career technical education programs and relevant workforce training
- vii. the anticipated administrative costs
- viii. any special populations that may benefit from the proposed education or training
- ix. sustainability of the program

Preference will be given to proposals that include:

- i. Multiple employers
- ii. Higher number of impacted workers
- iii. Demonstrated commitment (highest consideration will be given to proposals with a matching component)

Each college may submit more than one proposal per quarter. In the event a qualified proposal isn't selected in the quarter in which it was submitted, the proposal may be resubmitted the following quarter. Resubmission of an eligible proposal is not a guarantee of future awards.

e. Distribution and Use of Funds

The Administrator, in awarding funds, shall ensure that funds are available each quarter. As such, the Administrator may adjust or reduce the award amount to an accepted proposal. These adjustments or reductions shall be made in consultation with the TCLC and the technical college impacted and will ensure the original intent of the proposal can still be met.

Funds will be distributed on a one-time basis; renewal proposals may be submitted, based on the nature of the project or training.

Industry Partner Fund moneys may be used for:

- i. Facility improvement/expansion
- ii. Facility leasing
- iii. Curriculum development

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

- iv. Salaries and benefits (if the training program needs are anticipated to go beyond the initial award, the college must provide additional details on long-term sustainability of the position filled through the fund)
- v. Staff development
- vi. Operating expenses
- vii. Equipment and supplies
- viii. Travel related to the project
- ix. Approved administrative costs, as outlined in the application

Funds may not be used for:

- i. Real property
 - ii. indirect costs
 - iii. the cost of transcribing credits
 - iv. tuition and fees
 - v. materials and equipment normally owned by a student or employee for use in the program or training
- f. Performance Measures and Reporting Requirements
- In accordance with the approved proposal, colleges shall provide a quarterly update and closeout report on elements such as:
- i. Number of affected workers
 - ii. Number of enrolled or participating students
 - iii. Placement rate of training completers
 - iv. Average wages and any wage differential
 - v. Industry match
 - vi. If practicable, Idaho public college credits, certificates, certifications, qualifications or micro certifications of value toward postsecondary certificates or degrees.
 - vii. Funds obligated and expended. Any funds not obligated within 18 months of the initial award shall revert back to the fund.

DIVISION OF CAREER TECHNICAL EDUCATION (DIVISION)

SUBJECT

Career Technical Educator Postsecondary Credentialing Manual

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-2203, Idaho Code

BACKGROUND/DISCUSSION

Postsecondary career technical teachers and administrators in Idaho currently must obtain and maintain a certificate to teach or administer career technical education courses and programs. Pursuant to Section 33-2203, Idaho Code, the State Board of Education is authorized to "... prescribe qualifications for teachers, directors and supervisors for such subjects, and to have full authority to provide for the certification of such teachers, directors and supervisors, subject to the laws and rules governing the state board of education" Secondary Career Technical Educator certification requirements are established in IDAPA 08.02.02, with secondary educator endorsements established in Board Policy IV. E. Division of Career Technical Education. Instructors and administrators of career technical education programs in postsecondary institutions must also hold a certificate and an endorsement(s) in an appropriate occupational discipline. In December 2003 the Postsecondary Credentialing Manual was authored through collaboration between Idaho technical college deans and Division personnel. This manual served as the guidance for postsecondary career technical education (CTE) certification for educators and administrators to this point. In October 2020 the Postsecondary Credentialing Manual was reviewed and revised in collaboration with Idaho technical college deans and Division personnel.

IMPACT

Adopting the Idaho Postsecondary Credentialing Manual by the Board for the first time will ensure that the postsecondary certification process is transparent and legitimate. As a result, CTE postsecondary instructors will continue to have certification that aligns to their content expertise and ensures statewide consistency in instructor qualifications and professional development.

ATTACHMENTS

Attachment 1 – Idaho Postsecondary Credentialing Manual

STAFF COMMENTS AND RECOMMENDATIONS

While the Board has the authority to establish the requirements proposed in the amendments to Board Policy IV.E., the current practices of the Division have developed over the past decade or more without any record of Board action approving the practices or formal delegation through the process required in Section 33-105, Idaho Code, for the Board to delegate statutory responsibilities to its chief executive officers.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

Similar to the process started in August 2019 for secondary career technical educator certification requirements, this action will start the process for incorporating the Postsecondary Credentialing Manual into Board policy. Prior to formal incorporation of the manual into Board policy IV.E., an analysis of this section of policy will be completed in order to develop recommendations on the restructuring of the policy in light of the additional areas that are being asked to be included in the policy.

Staff recommends approval.

BOARD ACTION

I move to approve the Idaho Postsecondary Credentialing Manual as provided in Attachment 1

Moved by _____ Seconded by _____ Carried Yes _____ No _____



IDAHO POSTSECONDARY CREDENTIALING MANUAL

Career Technical Education Faculty and Administrators

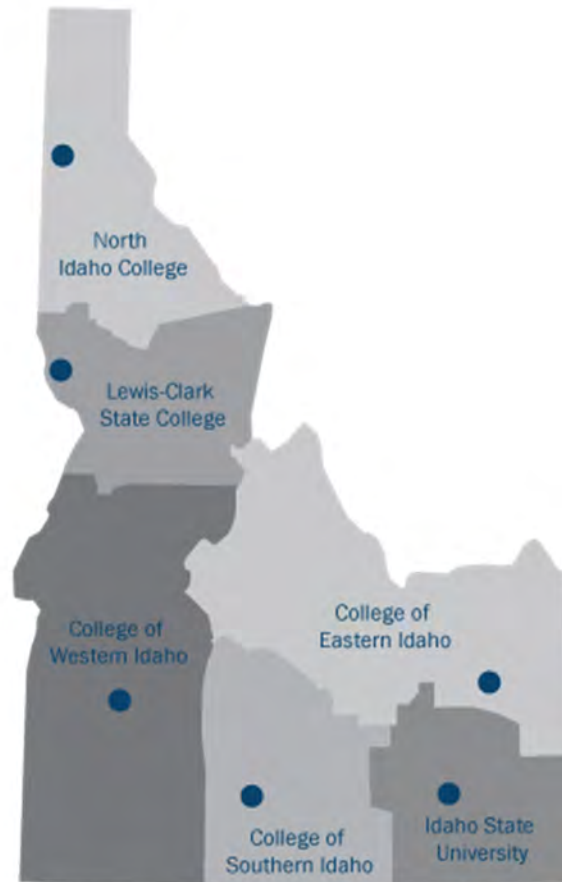
Legacy Challenge

Turn the page for your guide to obtaining postsecondary teacher certification in Idaho. Leave a legacy by sharing your knowledge with others at one of Idaho's six technical colleges.

Clay Long, Ph.D., State Administrator
Idaho Division of Career Technical Education

IDAHO

Postsecondary Career Technical Education Institutions of Higher Education



<u>Technical College</u>	<u>Location</u>	<u>Region</u>
North Idaho College	Coeur d'Alene	I
Lewis-Clark State College	Lewiston	II
College of Western Idaho	Nampa	III
College of Southern Idaho CTE	Twin Falls	IV
Idaho State University College of Technology	Pocatello	V
College of Eastern Idaho	Idaho Falls	VI

For information on postsecondary career technical education programs or hiring, contact the above institutions.

Table of Contents

FORWARD	5
Section I: General Information for Postsecondary	6
Career Technical Education Credentialing	6
Overview	6
1. Shared Responsibility	6
2. Postsecondary Information	6
3. Statutory Requirement for Certification.....	6
4. Cooperation with Colleges to Assure Current Industry Standards.....	6
Levels of Postsecondary Career Technical Education Certifications.....	6
1. Instructor Certificates.	6
2. Administrator Certificates.....	7
Obtaining an Initial Postsecondary Career Technical Education Certificate	7
1. Application	7
2. Initial Certificates	7
Renewing a Postsecondary Career Technical Education Certificate	8
Other General Postsecondary CTE Certification Information	9
1. Reinstatement Certificates.....	9
2. Holders of 9-12 Certificates	9
3. Out of State Certificates	9
4. Credentialing and Program Funding.....	9
5. Legal Name and Change of Name	10
6. Revision of Certificate Level or Endorsement	10
Section II: Certification.....	10
Instructor Certifications	10
1. Overview: Postsecondary Occupational Specialist Certification Requirements.....	10
2. Postsecondary Limited Occupational Specialist Certificate (three-year, non-renewable)....	11
3. Postsecondary Standard Occupational Specialist Certificate (five-year, renewable):	11
4. Postsecondary Advanced Occupational Specialist Certificate (five-year, renewable)	12
Administrator Certifications.....	12
1. Postsecondary Interim Career Administrator Certificate	12
2. Postsecondary Career Technical Education Administrator Certificate	13
Section III: Career Technical Education Glossary of Terms.....	15
Work Experience Definitions	15
1. Cumulative:.....	15
2. Gainful	15

3. Successful Competency in the Occupational Area	15
Other Definitions	15
1. Approved Course	15
2. EDUID.....	15
3. CACREP	15
4. Journeyman	15
5. Occupational Competency Test.....	15
6. Career Technical Education Programs	15
7. Specific Occupations	15
Section IV: Postsecondary CTE Endorsements	16
Section IV: Certification Forms	17
Postsecondary Occupational Specialist Application - Initial ♦ Revision ♦ Reinstatement	17
Postsecondary Occupational Specialist Application - Renewal	20
Professional Development Plan (PDP) – University Courses	23
Professional Development Plan (PDP) – InSpIRE Ready!	24
Professional Development Plan (PDP) - Blank	24
Professional Development Activities (PDA) Form.....	26

FORWARD

This manual is proof of a strong commitment to high standards for postsecondary career technical education. Idaho's future depends on the quality of Idaho's postsecondary career technical education programs and the preparation, professionalism, and commitment of its instructors and administrators.

Teaching competency is defined as the knowledge, skills, and attitudes necessary to perform a critical teaching task. The competent career technical instructor and administrator must demonstrate a solid understanding of technical subject matter and professional skills and knowledge. The Postsecondary Occupational Specialist and Postsecondary CTE Administrator Certificates and related endorsement(s) acknowledge these competencies.

The State Board of Education is responsible for prescribing qualifications for postsecondary teachers and administrators in the career technical education system. The Idaho Division Career Technical Education (IDCTE) adheres to a philosophy of shared responsibility between IDCTE, higher-education institution administration, and local career technical teacher educators.

The Division provides leadership and coordination in assuring that persons with responsibility for instruction and administration in Idaho's postsecondary career technical institutions are capable and qualified to perform tasks assigned.

The following policies recognize the wide variance in background, experience, and credentials among postsecondary educators. These standards identify the minimum criteria as established by the Division. The respective higher-education institutions may institute requirements in addition to those listed herein.

Clay Long, Ph.D.
State Administrator
Idaho Division Career Technical Education

Section I: General Information for Postsecondary Career Technical Education Credentialing

OVERVIEW

1. **Shared Responsibility.** The State Board of Education, along with the office of Idaho Division of Career Technical Education (IDCTE) is responsible for prescribing qualifications for postsecondary teachers and administrators in the career technical education system. The system is comprised of the Career Technical Education (CTE) Institutions of Higher Education (IHE) including North Idaho College – Career Technical Division, Lewis Clark State College, College of Western Idaho, College of Southern Idaho – Career Technical Division, Idaho State University College of Technology, and College of Eastern Idaho – Career Technical Division. IDCTE supports a philosophy of shared responsibility with the IHE administration and local career technical educators.
2. **Postsecondary Information.** This manual addresses the certification process for individuals wanting to teach or administer postsecondary career technical education programs. Individuals holding secondary-level credentials may also serve at the postsecondary level. Information for obtaining a certificate for secondary teachers, supervisors, and administrators is on the Idaho State Department of Education ([SDE website](#)) and the [IDCTE website](#). Secondary certification standards are developed in cooperation with Idaho career technical education educator-preparation program faculty, career technical education teachers, and administrators.
3. **Statutory Requirement for Certification.** Postsecondary career technical teachers and administrators in Idaho must obtain and maintain a certificate to teach or administer career technical education courses and programs. This responsibility is found in Idaho Statute 33-2203 for Career Technical Education, requiring the State Board of Education to “... prescribe qualifications for teachers, directors and supervisors for such subjects, and to have full authority to provide for the certification of such teachers, directors and supervisors, subject to the laws and rules governing the state board of education ...” Instructors and administrators of career technical education programs in postsecondary institutions must hold a certificate and an endorsement(s) in an appropriate occupational discipline. The State Board of Education has delegated the responsibility of establishing and maintaining these certification standards and processes to IDCTE.
4. **Cooperation with Colleges to Assure Current Industry Standards.** CTE instructors and administrators demonstrate the skills and knowledge in career technical education programs through the certification process. This process relies on documented experience in industry, instructional, and administrative skills and training, and is the reason for periodic recertification to ensure teachers and administrators are current with industry standards. Each career technical college advertises its own vacancies and maintains its own employment procedures. Applicants must meet the institutional hiring standards, one of which must be state certification for career technical education instructors and administrators.

LEVELS OF POSTSECONDARY CAREER TECHNICAL EDUCATION CERTIFICATIONS

There are two levels of postsecondary CTE certificates: instructor and administrator.

1. **Instructor Certificates.** There are three levels of CTE instructor certificates. Postsecondary CTE instructors deliver CTE content knowledge and practices to postsecondary students.

- a. Postsecondary Limited Occupational Specialist Certificate: Three year, non-renewable
- b. Postsecondary Standard Occupational Specialist Certificate: Five year, renewable
- c. Postsecondary Advanced Occupational Specialist Certificate: Five years, renewable

2. **Administrator Certificates.** There are two types of Postsecondary CTE Administrator Certificates. Postsecondary CTE administrators manage CTE divisions within a college to ensure programs work in concert with each other and CTE principles are of high quality for students and reflect industry needs.

- a. Interim Postsecondary CTE Administrator Certificate: One year, renewable twice depending on adequate progress toward renewable Postsecondary CTE Administrator Certificate
- b. Postsecondary CTE Administrator Certificate: Five year, renewable

Adjunct Faculty. Short- and long-term adjunct faculty are valuable partners in delivering career technical education programs and can make up a significant amount of a given program's instructors. However, in most cases, adjunct faculty are part-time or contingent instructors who primarily work in positions outside of higher education. They are not typically responsible for developing curriculum or establishing course outcomes consistent with program outcomes. The full-time program faculty hold this responsibility.

The Northwest Commission on Colleges and Universities (NWCCU) accredits each institution and, as such, each institution must meet the standards and policies of the Commission. NWCCU requires all faculty to be evaluated commensurate with the institutions' expectations for teaching, service, scholarship, research and/or artistic creation. This requirement includes adjunct faculty, and evaluation must be conducted in a regular, systematic, substantive, and collegial manner.

As such, IDCTE recognizes the difficulty IHEs have in securing adjunct faculty. Further, the NWCCU evaluation requirement provides assurances that these faculty members contribute to strong CTE programs. As such, IDCTE will not require adjunct faculty within CTE programs to hold Idaho CTE postsecondary certification. It is important, however, that IHE CTE administrators understand the following:

- Adjunct faculty moving into full-time faculty positions must complete the certification application process prior to or while moving into the faculty position.
- Despite having taught in an adjunct position, the aforementioned adjunct-to-full-time-faculty candidate for certification will be required to meet or show evidence of meeting all requirements to move from a Postsecondary Limited Occupational Specialist Certificate to a Postsecondary Standard or Advanced Occupational Specialist Certificate.

OBTAINING AN INITIAL POSTSECONDARY CAREER TECHNICAL EDUCATION CERTIFICATE

1. **Application.** Applicants for postsecondary certification will find the application materials on the IDCTE website. For more information, contact IDCTE's certification staff at 650 W State Street Ste 324, Boise, ID 83720-5936, (208) 429-5513 or fax us at (208) 334-2365. The Division website is <https://cte.idaho.gov>, and information on becoming a CTE educator can be found at <https://cte.idaho.gov/educators-5/>.

- a. There is no application fee for postsecondary certification at this time.

2. **Initial Certificates.** To obtain an initial certificate, applicants must complete the following steps:

- a. Carefully read the policies and requirements in [Section II](#) to make sure you meet minimum qualifications. Definitions are located in [Section III](#), in the *Career Technical Education Glossary of Terms*.
 - b. Submit the **CTE Postsecondary Occupational Specialist: Idaho CTE Educator Certification Application** depicted in [Section IV](#) of this manual. All information requested is necessary for a complete application. A **Professional Development Plan** form, among other documents, must also be submitted. Incomplete applications will not be considered.
 - c. Provide official transcripts of all college preparation. Transcripts submitted become part of the permanent certification record maintained by IDCTE.
 - d. Idaho Division Career Technical Education issues initial Limited Occupational Specialist Certificates effective the day of receipt of the application packet. Standard and Advanced Occupational Specialist Certificates are issued effective Sept. 1 of the current year.
3. Credentials are issued within 14 days after the IDCTE credentialing office receives the completed application packet. Certificates for postsecondary personnel are authorized by the IDCTE Director of Educator Certification and issued by the IDCTE State Administrator.
 4. Appeals regarding postsecondary career technical education credentialing should be made in writing to the State Administrator at the address in Item 1 of this section.

RENEWING A POSTSECONDARY CAREER TECHNICAL EDUCATION CERTIFICATE

1. Most Idaho postsecondary career technical certificates are renewable. Submit an application for renewal on the **CTE Postsecondary Occupational Specialist: Idaho CTE Educator Certification Renewal Application** depicted in [Section IV](#) of this manual. Applications for renewal are made between Jan. 1 and Aug. 31 of the year in which the credential expires.
2. Your supervisor must approve professional development hours or credits. Use the **Professional Development Activities: Occupational Specialist Certification** form depicted in [Section IV](#) of this manual or your college's professional development form. Forward the form and supporting documentation (e.g., unofficial transcript, certificate of completion, verification letter, etc.) to the attention of educator certification at IDCTE; once signed and scanned, the form and documentation will be returned for your records. Professional development activities may include industry experience, workshops, seminars, and/or conferences.
 - a. Six credits are required for renewal. A credit is equal to one semester hour of transcribed university credit. All renewal activities must relate to the educator's endorsement area and/or teaching pedagogy. Alternative activities may count toward renewal credits at the following rate:
 - i. Fifteen clock hours of professional development in-service/activity units equal one semester hour of university credit.
 - ii. Forty back-to-industry hours equal one semester hour of university credit.
3. Credits and other professional development may not carry over from one certification period to another to renew a postsecondary credential.
4. IDCTE maintains an official electronic portfolio for each credentialed individual. In most cases, any documents submitted with the initial application packet for certification will already be on hand when you renew. Postsecondary occupational specialists only need to submit new documents necessary for recertification. The individual's certification history includes

professional development activities previously submitted to IDCTE Educator Certification for approval.

- a. Renewal applicants should complete the following steps:
 - i. Complete a **Renewal Application Form** in [Section IV](#), and submit it to the address noted in the application packet instructions.
 - ii. Submit official or unofficial university transcripts and approved Professional Development Activities (PDA) forms, found in [Section IV](#), to document state recertification requirements. If the PDA documents workshop or back-to-industry hours, attach supporting documentation to the PDA form (e.g., certificates of completion, pay stubs, etc.)
 - iii. Develop your PDP on the form depicted in [Section IV](#) of this document, or use the local college form previously approved by IDCTE. Submit the PDP or equivalent to the college administrator(s) responsible for monitoring professional development. The original PDP is sent to the IDCTE Director of Certification for approval and filing in the individuals' certification electronic portfolio. Once IDCTE provides approval, the original will be returned to the applicant; the applicant should file this plan with the CTE IHE administrator responsible for monitoring compliance with the PDP provisions. The applicant should also make a copy for his or her records.

OTHER GENERAL POSTSECONDARY CTE CERTIFICATION INFORMATION

1. **Reinstatement Certificates.** When a valid credential has expired, a person must apply for reinstatement. The reinstatement certificate will be valid for three years. During this timeframe, the applicant must accrue six credits or their equivalent (as described in 2a in the previous section) before applying for renewal during the validity period of the reinstatement certificate expires. The reinstated instructor will also need to provide copies of their faculty evaluation for two of the three years during the validity of the reinstatement certificate.
2. **Holders of 9-12 Certificates.** Holders of the Idaho Standard Secondary Certificate endorsed in the appropriate career technical education field of study are certified to teach at the postsecondary level. Renewal requirements may be found on [the Idaho State Department of Education website](#) or the [IDCTE website](#).
3. **Out of State Certificates.** Except for a secondary teaching certificate issued by another state under the Council for the Accreditation of Educator Preparation (CAEP) guidelines, all applicants for postsecondary certification will be evaluated and approved solely on the guidelines listed in this section
4. **Credentialing and Program Funding.** All postsecondary instructors and administrators employed to work with state-reimbursable career technical classes/programs must hold an appropriate Idaho Postsecondary CTE Certificate. Non-CTE postsecondary educators teaching only general education courses supporting Associate of Applied Science degrees are not required to apply for career technical education credentials if they meet institutional standards and are not teaching "related subjects." See [Section II](#), 1.a. (3) (b) for information on "related subjects" endorsements.

5. **Legal Name and Change of Name.** When writing about credentials or service records, instructors and administrators should provide full information as to the legal name under which credentials were issued, the certificate holder's birthdate, and his or her EDUID number. This information will facilitate efficient record keeping and permit a prompt reply. Changes in name and contact information for a valid certificate are reported directly to IDCTE certification staff.
6. **Revision of Certificate Level or Endorsement.** When an individual has completed and documented the requirements and can move to a higher certification level or desires to add endorsements, they should submit an Application Form C1, [Section IV](#), and request a reprint of the credential to reflect the change.

Section II: Certification

INSTRUCTOR CERTIFICATIONS

1. **Overview: Postsecondary Occupational Specialist Certification Requirements.** The general requirements for achieving one of the three types of Occupational Specialist Certificates—Limited Occupational Specialist (LOS), Standard Occupational Specialist (SOS) or, Advanced Occupational Specialist (AOS)—are outlined below.
 - a. Applicants must:
 - i. Possess at least a high school diploma or [General Educational Development \(GED\)](#) certificate; and,
 - ii. Document recent, gainful employment in the area for which certification is requested as per one of the following and;
 - a. Hold or have held an approved industry certification in a field closely related to the content area in which the individual seeks to each as defined by IDCTE.
 - b. Have three years or 6,000 hours of recent, gainful employment in the occupation for which certification is requested, at least half of which must have been during the immediate previous five years.
 - c. Hold or have held an approved industry certification in a field closely related to the content area in which the individual seeks to each as defined by the Division of career technical education.
 - iii. Meet other provisions of Idaho Code; and,
 - iv. Meet the requirements of occupationally related state agencies, when applicable.
 - b. **Special Career Technical Education Endorsements.** Other endorsements may attach to the Occupational Specialist Certificates. These endorsements must meet the education and experience criteria above. Two endorsements with special application to postsecondary education are:
 - i. **Work-Based Learning Coordinator Endorsement.** Educators assigned to coordinate approved work-based experiences must hold this endorsement. Applicants must complete coursework in coordination of work-based learning programs.
 - ii. **Related Subjects Endorsement.** Non-CTE educators assigned to teach subject matter related to career technical education programs must hold a "related subjects" endorsement attached to an Occupational Specialist Certificate. Non-

CTE educators teaching only general education courses to support Associate of Applied Science degrees are not required to apply for career technical education credentials if they meet institutional standards and do not incorporate CTE-related materials.

2. Postsecondary Limited Occupational Specialist Certificate (three-year, non-renewable)

- a. This non-renewable certificate is issued to an individual certifying in Idaho for the first time who does not qualify for a Standard Occupational Specialist Certificate. After three years, the holder must meet, at a minimum, the requirements for the Standard Occupational Specialist Certificate.
 - i. Participation in professional development is a condition of holding the Postsecondary Limited Occupational Specialist Certificate. A CTE teacher educator at Idaho State University or the University of Idaho may review an individual's professional teaching experience and coursework for possible waiver of part or all of the coursework requirements listed below.
 1. Within the three-year period of the Limited Occupational Specialist Certificate, the instructor must:
 - a. Satisfactorily complete the pre-service training prescribed by IDCTE.
 - b. Satisfactorily complete or demonstrate competency through coursework or teaching experiences in four of the following five areas:
 - i. Required:
 1. Methods of teaching occupational education;
 2. Principles and foundations of occupational education;
 - ii. Choose two of the following three:
 1. Career pathways and guidance;
 2. Education measurement and evaluation;
 3. Occupational analysis and curriculum development.
 - ii. Two options exist for meeting these educator-preparation standards.
 1. University Course Route
 - a. Required:
 - i. Principles and foundations of occupational education; and,
 - ii. Methods of teaching occupational education.
 - b. Two of the following three courses:
 - i. Career pathways and guidance; and/or
 - ii. Occupational analysis, integration, and curriculum development; and/or
 - iii. Measurement and evaluation.
 2. InSpIRE (Industry Specialists Integrating Real-world Experience) Ready!
 - a. Read more at <https://cte.idaho.gov/educators-5/professional-development/inspire-educate/>

3. Postsecondary Standard Occupational Specialist Certificate (five-year, renewable):

- a. This renewable certificate is issued to individuals who have already completed the coursework or demonstrated competencies identified above but have not attained a Bachelor's Degree or a total of 30 semester credits of teacher preparation coursework.
 - i. The certificate may be renewed if the following requirements are met:
 1. A minimum of six credits of professional development are required for recertification.
 2. Professional development may include university-transcribed credits; in-service, conference, or workshop hours; or back-to-industry hours. One transcribed credit is equivalent to:
 - a. 15 in-service, conference, or workshop hours; OR
 - b. 40 related back-to-industry hours; OR
 - c. A combination of the above.
 3. Prepare a new PDP, which outlines the coursework for completing the certification requirements using the PDP Form depicted in [Section IV](#) of this manual, or an IDCTE-approved institutional PDP form. The plan should align with professional skills/content, instructional goals, and institutional goals. Submit the plan with the renewal application packet. Once approved, IDCTE will return the signed PDP to the applicant. The applicant should file the plan with his or her CTE IHE administrator and keep a copy for their records.
 - b. The process to renew this certificate is located in [Section I](#), Renewal of Certificate.

4. Postsecondary Advanced Occupational Specialist Certificate (five-year, renewable)

- a. This renewable certificate is issued to individuals who meet the following requirements:
 - i. Meet the requirements for the Standard Occupational Specialist Certificate; and,
 - ii. Provide evidence of completion of a bachelor's degree in the subject area or a program of study agreed upon by the on-campus teacher educator amounting to 30 semester credits of coursework, professional skills/content activities. Submit documentation with a completed **Postsecondary Professional Development Activities** Form C3, [Section IV](#).
- b. A PDP that aligns with professional skills/content, instructional goals, and institutional goals must be submitted with the renewal application plan and filed with the IHE administrator, using the PDP form depicted in [Section IV](#), or an institutional-acceptable plan form. The plan should align with both professional skills/content, instructional goals, and institutional goals and be filed with your administrator. Submit a copy to IDCTE as an element of the renewal certification application packet.
- c. The process to renew this certificate is located in [Section I](#), Renewal of Certificate.

ADMINISTRATOR CERTIFICATIONS

1. Postsecondary Interim Career Administrator Certificate (one-year; renewable twice)

- a. This renewable certificate is issued to Administrators who meet the following qualification requirements but who have not completed the required administrative coursework:
- b. Qualify for or hold an Occupational Specialist Certificate, or hold an occupational endorsement on the Standard Instructional teaching credential; and,
- c. Provide evidence of a minimum of four years teaching in an occupational discipline, or have a minimum of four years management experience in a CTE-related field; and,
- d. The Interim certificate may be renewed twice, at which time the applicant must meet the certificate's requirements. The process to renew this certificate is located in [Section I](#), Renewal of Certificate.

2. Postsecondary Career Technical Education Administrator Certificate (five-year; renewable)

- a. This renewable certificate is required for an individual serving as an instructional and/or program administrator overseeing CTE programs' daily operations.
- b. Individuals must meet the following prerequisites to qualify for the Postsecondary Career Technical Education Administrator Certificate:

- i. Qualify for or hold a Postsecondary Occupational Specialist Certificate or hold an occupational endorsement on a secondary teaching credential; and,
- ii. Complete or show equivalent training or experience in at least 15 semester credits of administrative coursework. Applicants must have completed coursework or documented experiences that have provided competency in the following:
 - 1. financial aspects of education;
 - 2. administration of personnel, and
 - 3. legal aspects of education.

Additional coursework or competency experiences may be selected from the following areas:

- 1. administration and supervision of occupational programs;
- 2. instructional supervision;
- 3. administration internship;
- 4. curriculum development;
- 5. curriculum evaluation;
- 6. research in curriculum;
- 7. school community relations;
- 8. communication;
- 9. teaching the adult learner;
- 10. coordination of work-based learning programs; and/or
- 11. measurement and evaluation

Equivalence (professional and/or work experience that provides the knowledge and skills necessary) in each area will be determined individually by the IDCTE Certification Director with input from the appropriate CTE IHE dean.

- iii. Provide evidence of a minimum of four years teaching in an occupational discipline, **or** have a minimum of four years management experience in a CTE-related field; **or**, successfully complete the 27-month IDCTE Leadership Institute integrating equivalent content.
 - c. The certificate may be renewed if the following requirements are met:
 - i. A minimum of six credits of professional development are required for recertification.
 - 1. Professional development may include university-transcribed credits; in-service, conference, or workshop hours; or back-to-industry hours. One transcribed credit is equivalent to:
 - a. Fifteen in-service, conference, or workshop hours; OR
 - b. Forty related back-to-industry hours; OR
 - c. A combination of the above.
 - 2. Prepare a new PDP, which outlines the coursework for completing the certification requirements using the PDP Form depicted in [Section IV](#) of this manual, or an IDCTE-approved institutional PDP form. The plan should align with professional skills/content, instructional goals, and institutional goals. The plan is submitted with the renewal application packet. Once approved, the signed PDP is returned to the applicant. The applicant should file the plan with his or her CTE IHE administrator and keep a copy for their records.
 - ii. The process to renew this certificate is located in [Section I](#), Renewal of Certificate.

Section III: Career Technical Education Glossary of Terms

WORK EXPERIENCE DEFINITIONS

1. **Cumulative**: Successive additions of work (hours/months) in the occupation or closely related occupations (maximum of one year is allowable).
2. **Gainful**: Services rendered in an industry for which the remuneration would enable one to sustain a livelihood.
3. **Successful Competency in the Occupational Area**: Competency verification may be requested in writing from previous employers and/or results of competency testing.

OTHER DEFINITIONS

1. **Approved Course**: A course offered by an approved Idaho career technical education teacher preparation program institution (Idaho State University or The University of Idaho) OR a course evaluated and approved as meeting Idaho standards by an approved Idaho career technical teacher educator and IDCTE.
2. **EDUID**: A nine-digit educational identification number assigned by the institution of higher education (IHE), the Office of the State Board of Education (OSBE), or the Idaho Division Career Technical Education (IDCTE).
3. **CACREP**: Council for Accreditation of Counseling and Related Educational Programs
4. **Journeyman**: A journeyman is a person who has completed a formal apprenticeship program in the occupation or related area for which certification is requested. The apprenticeship must be under the direction of an employer and either the Bureau of Apprenticeship and Training or an approved State Apprenticeship Agency.
5. **Occupational Competency Test**: A test designed to measure technical and/or manipulative abilities in a given occupational area. The National Occupational Testing Institution (NOCTI) examination will be used if a test is available in the desired area.
6. **Career Technical Education Programs**: Programs that have received State Board of Education approval and are eligible for state and/or federal funds through reimbursement.
7. **Specific Occupations**: Restricted to a particular category, such as machinist, welder, food service worker, practical nursing, etc.

Section IV: Postsecondary CTE Endorsements

Effective 10/9/2020 (Endorsement Codes Yet to be Determined)

Agriculture, Food, and Natural Resources (AFNR)

Agribusiness
Agricultural Power Machinery
Animal Science
Horticulture
Natural Resources Management

Business and Marketing (BAM)

Business Management and Administration
Digital Communications
Hospitality and Tourism
Marketing

Engineering and Technology Education (ETE)

Digital Media Production
Engineering Technology
Information Technology
Manufacturing Technology

Family and Consumer Sciences & Human Services (FCS&HS)

Apparel and Textiles
Early Childhood Services
Hospitality and Tourism
Human Services

Health Professions & Public Safety (HPPS)

Dental Assisting
Dental Hygiene

Dietitian
Emergency Medical Technician
Medical Assisting
Medical Lab Technologies
Mental Health Assisting
Nursing Assistant
Occupational Therapy Technologies
Paramedic
Pharmacy Technology
Physical Therapy Technologies
Practical Nursing
Public Safety Technology
Radiological Technologies
Rehabilitation Services
Surgical Technician

Trades and Industry (T&I)


Automated Manufacturing
Building Trades Construction
Ecology and Natural Resources Management
Electronics Technology
Transportation Systems Technology

Other

Work-Based Learning Coordinator
Related Subjects

Section IV: Certification Forms

POSTSECONDARY OCCUPATIONAL SPECIALIST APPLICATION - INITIAL - REVISION - REINSTATEMENT

	POSTSECONDARY OCCUPATIONAL SPECIALIST INITIAL – REVISION – REINSTATEMENT EDUCATOR CERTIFICATION APPLICATION		
THIS SECTION FOR OFFICIAL USE ONLY	Cert Expired	App Received	New Cert Issued
Section I: Application Type Check the box that applies to your situation			
<input type="checkbox"/> Occupational Specialist <small>Applicant has a combination of postsecondary education and industry experience</small>			
<input type="checkbox"/> Limited Occupational Specialist Completer <small>Applicant has completed the requirements necessary to qualify for a Standard Occupational Specialist (SOS) or Advanced Occupational Specialist (AOS) Certificate</small>			
<input type="checkbox"/> CTE Administrator <small>Applicant has completed the requirements to secure a CTE Administrator Certificate</small>			
<input type="checkbox"/> Reinstatement <small>Applicant is applying to reinstate an expired Idaho CTE Educator Credential</small>			
<input type="checkbox"/> Revision <small>Applicant is adding another certificate/endorsement to an existing current and valid Idaho CTE Educator Credential</small>			
Section II: Personal Information			
Full Legal Name		EDUID	
Maiden/Other Name		Birth Date	
Email Address		<input type="checkbox"/> Male <input type="checkbox"/> Female	
Home Street or PO Box #			
City, State, Zip Code		Phone	
Are you currently teaching or contracted to work in a career technical program? If so, <input type="checkbox"/> Yes <input type="checkbox"/> No what school and in what program?			
School?		Program?	
Section III: Occupational Area and Endorsements			
Check the occupational area(s) for which you are applying, then list the endorsements for which you are applying. Please refer to the list of Idaho CTE endorsements on page 2.			
Occupational Area <small>Check all at the right that apply</small>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Agriculture, Food, and Natural Resources <input type="checkbox"/> Business and Marketing <input type="checkbox"/> Career Guidance <input checked="" type="checkbox"/> CTE Administrator <input type="checkbox"/> Engineering and Technology Education </div> <div style="width: 45%;"> <input type="checkbox"/> Family and Consumer Sciences, and Human Services <input type="checkbox"/> Health Professions and Public Safety <input type="checkbox"/> Trades and Industry <input type="checkbox"/> Work Based Learning Coordinator </div> </div>		
Endorsements <small>List, at the right, the endorsements for which you are applying</small>	# 1		# 4
	# 2		# 5
	# 3		# 6

Section IV: Education

List the colleges/universities where you have earned credit and/or a degree. You will need to include transcripts for each college/university listed, if not already on file with the State Department of Education or Idaho Division of Career and Technical Education.

	College/University Name and Location	Major	Certificate or Degree Earned	Date Granted
a.				
b.				
c.				

Section V: Licensing History

You must answer "yes" to each question that applies to you, even if you have already answered "yes" on a previous application.

IMPORTANT: Discrepancies in this section will result in denial of educator license/certificate.

1. Have you ever had an educator or teacher license/certificate denied by any professional licensing authority?
☐ Yes ☐ No
2. Have you ever had disciplinary action taken against a professional license/certificate? Disciplinary action on a license/certificate includes revocation, suspension, probation, letters of reprimand, or conditions imposed by a professional licensing authority.
☐ Yes ☐ No
3. Have you ever voluntarily surrendered a professional license/certificate to avoid disciplinary proceedings by a professional licensing authority?
☐ Yes ☐ No
4. Are there pending disciplinary proceedings or investigations against your license/certificate by a professional licensing authority?
☐ Yes ☐ No

All applicants answering yes – Include a detailed written explanation for each questions marked yes. You do not need to re-submit a written explanation if you have previously provided one.

Section VI: Legal History

As part of the application process, IDCTE may conduct a background investigation check, which involves a review of criminal history such as arrests and misdemeanor or felony convictions.

By signing this application I acknowledge that I may be required to provide additional information, such as court records.

- **Felonies** – In order to expedite your application, please include a detailed written explanation of each felony criminal issue and a copy of the judgment of conviction for any felony conviction.
 - Please obtain court records from the court house.
 - A printout from the State Judiciary Repository will NOT be accepted as relevant court documents.

NOTE: If you have provided these documents with a previous application, you do not need to re-submit them.
- **Misdemeanors** – There is no need to submit documentation with your application for misdemeanor arrest and/or convictions. We will contact you if we need any information.

IMPORTANT – Failure to respond to a request for information will result in your application not being approved.

Section VII: Attestations and Signature

- ☐ I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators (for a copy, go to <http://sde.idaho.gov/cert-psc/psc/ethics.html>).
- ☐ I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.
- ☐ I understand that it is a violation of the Code of Ethics for Idaho Professional Educators to make any false statement(s) on this application or required documents. Disciplinary action, which may include revocation, suspension, denial, letter of reprimand, or conditions, may be imposed under Section 33-1208, Idaho Code.

Signature of Applicant:

Date:

Return application packet and supporting materials in one file or packet to:

Email:

certification@cte.idaho.gov

OR *Mail to:*


Idaho Division of Career Technical Education
ATTN: Certification
650 W State St Ste 324
Boise, ID 83702-5936

We will mail your certificate upon application approval.

THIS SECTION FOR IDCTE OFFICIAL USE ONLY

Applicant Name:	
Date of Birth:	EDUID:
CERTIFICATION RECOMMENDATION Occupational Specialist Certificate:	
Endorsements:	
Dates Valid:	Approved Date:
Authorization Signature:	

POSTSECONDARY OCCUPATIONAL SPECIALIST APPLICATION - RENEWAL

		POSTSECONDARY OCCUPATIONAL SPECIALIST RENEWAL EDUCATOR CERTIFICATION APPLICATION					
THIS SECTION FOR OFFICIAL USE ONLY	Fee	Date Paid	Check #	Date Entered	Date Issued	Date Expired	SIC Status

Section I: Personal Information

Full Legal Name	EDUID
Maiden/Other Name	Birth Date
Email Address	<input type="checkbox"/> Male <input type="checkbox"/> Female
Home Street or PO Box #	
City, State, Zip Code	Phone
Are you currently teaching or contracted to work in a career technical program? If so, <input type="checkbox"/> Yes <input type="checkbox"/> No what school and in what program?	
School?	Program?

Section II: Occupational Area and Endorsements

Check the occupational area(s) for which you are applying, then list the endorsements for which you are applying. If adding new endorsement(s), please list the endorsement(s) here and include transcripts, an updated resume, and other information to support the endorsement consideration. Please refer to the list of Idaho CTE endorsements on page 2. If no changes to a current certificate are being requested, please write "SAME" next to Endorsement #1.

Occupational Area Check all at the right that apply	<input type="checkbox"/> Agriculture, Food, and Natural Resources <input type="checkbox"/> Business and Marketing <input type="checkbox"/> Career Guidance <input type="checkbox"/> CTE Administrator <input type="checkbox"/> Engineering and Technology Education	<input type="checkbox"/> Family and Consumer Sciences and Human Services <input type="checkbox"/> Health Professions and Public Safety <input type="checkbox"/> Trades and Industry <input type="checkbox"/> Work Based Learning Coordinator
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Endorsements List, at the right, the endorsements for which you are applying	# 1	# 2	# 3	# 4	# 5	# 6

Section III: Professional Development – Six (6) Semester Credits Renewal applicant must have earned at least six (6) semester credits during the validity period of the credential. Semester credits may be earned at the rate of one (1) transcribed credit = 15 hours of workshop/conference = 40 hours back-to-industry. Below, list only education institutions where transcribed credits were earned and include transcripts. All other professional development activities need to be documented through the use of a *Professional Development Activities* form found at <https://cte.idaho.gov/educators-5/become-a-cte-educator/>.

a.	College/University Name and Location	Major	Certificate or Degree Earned	Date Granted
b.				
c.				
d.				

Section IV: Licensing History

You must answer "yes" to each question that applies to you, even if you have already answered "yes" on a previous application.

IMPORTANT: Discrepancies in this section will result in denial of educator license/certificate.

1. Have you ever had an educator or teacher license/certificate denied by any professional licensing authority?
☐ Yes ☐ No
2. Have you ever had disciplinary action taken against a professional license/certificate? Disciplinary action on a license/certificate includes revocation, suspension, probation, letters of reprimand, or conditions imposed by a professional licensing authority.
☐ Yes ☐ No
3. Have you ever voluntarily surrendered a professional license/certificate to avoid disciplinary proceedings by a professional licensing authority?
☐ Yes ☐ No
4. Are there pending disciplinary proceedings or investigations against your license/certificate by a professional licensing authority?
☐ Yes ☐ No

All applicants answering yes – Include a detailed written explanation for each questions marked yes. You do not need to re-submit a written explanation if you have previously provided one.

Section V: Legal History

As part of the application process, ICTE may conduct a background investigation check, which involves a review of criminal history such as arrests and misdemeanor or felony convictions.

By signing this application I acknowledge that I may be required to provide additional information, such as court records.

- **Felonies** – In order to expedite your application, please include a detailed written explanation of each felony criminal issue and a copy of the judgment of conviction for any felony conviction.
 - Please obtain court records from the court house.
 - A printout from the State Judiciary Repository will NOT be accepted as relevant court documents.

NOTE: If you have provided these documents with a previous application, you do not need to re-submit them.
- **Misdemeanors** – There is no need to submit documentation with your application for misdemeanor arrest and/or convictions. We will contact you if we need any information.

IMPORTANT – Failure to respond to a request for information will result in your application not being approved.

Section VI: Attestations and Signature

- ☐ I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators (for a copy, go to <http://sde.idaho.gov/cert-psc/psc/ethics.html>).
- ☐ I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.
- ☐ I understand that it is a violation of the Code of Ethics for Idaho Professional Educators to make any false statement(s) on this application or required documents. Disciplinary action, which may include revocation, suspension, denial, letter of reprimand, or conditions, may be imposed under Section 33-1208, Idaho Code.

Signature of Applicant:

Date:

Return application and supporting materials in one file or packet to:

Email:

certification@cte.idaho.gov

OR Mail to:

Idaho Division of Career Technical Education
ATTN: Certification
650 W State St Ste 324
Boise, ID 83702-5936

You will be mailed a copy of your certificate upon application approval.

THIS SECTION FOR OFFICIAL USE ONLY

Applicant Name:

Date of Birth:

EDUID:

CERTIFICATION RECOMMENDATION

Occupational Specialist Certificate:


Endorsements:

Dates Valid:


Approved Date:

Authorization Signature:


PROFESSIONAL DEVELOPMENT PLAN (PDP) – UNIVERSITY COURSES

		PROFESSIONAL DEVELOPMENT PLAN Idaho Division of Career Technical Education Certificated Personnel		
Date _____ to _____				
This Professional Development Plan (PDP) will be developed by you, the career technical education (CTE) professional, with the agreement of your employer or supervisor and an approved Idaho State University or University of Idaho CTE teacher educator (when appropriate), as indicated by signatures below. Develop the plan prior to applying for initial certification, and update and submit it each time you apply for certificate renewal. File it with Idaho Division of Career Technical Education (IDCTE) certification, 650 W State St Ste 324, Boise, ID 83702-5936 or email it to certification@cte.idaho.gov .				
Name:		EDUID Number:		
Home Address:		Home/Cell Phone:		
Work Address:		Work Phone:		
Current Position:				
Current Credential(s) Held: Currently applying for Limited Occupational Specialist Certificate.				
Credential(s) Sought: Seeking Standard or Advanced Occupational Specialist Certificate.				
Professional Development Plan Goal Statement: Within the three-year validity period of the Limited Occupational Specialist, engage in educator pedagogical training to qualify for a Standard or Advanced Occupational Specialist Certificate upon renewal.				
ACTIVITY PLANNED*: Course / Workshop / Seminar	Location of Activity/University	Date(s) Planned	Anticipated Earnings Toward PD Requirements	
			Credits	Clock Hours
Pre-Service Academy - Year One	To be determined yearly	Summer 2021		80
Methods of Teaching CTE/CTSOs	ISU or U of I	TBD	3	
Principles/Philosophies of CTE	ISU or U of I	TBD	3	
Evaluation and Assessment	ISU or U of I	TBD	3	
Guidance/Transition to Work	ISU or U of I	TBD	3	
Occ Analysis/Curriculum Design	ISU or U of I	TBD	3	
Local Supervisor: Printed Name		Title/Institution: For Local Supervisor		
Local Supervisor's Signature		Date		
University CTE Teacher Educator: Printed Name		Title/Institution: For University CTE Teacher Educator		
University CTE Teacher Educator's Signature		Date		
Applicant's Signature		Date		
Revisions to this professional development plan can be made at any time. Make note of changes on this sheet and send a copy to the director for IDCTE educator certification at the address noted in the directions above.				
IDCTE Educator Certification Director, date:				


PROFESSIONAL DEVELOPMENT PLAN (PDP) – POSTSECONDARY INSPIRE READY!

		PROFESSIONAL DEVELOPMENT PLAN Idaho Division of Career Technical Education Certificated Personnel		
Date _____ to _____				
This Professional Development Plan (PDP) will be developed by you, the career technical education (CTE) professional, with the agreement of your employer or supervisor and an approved Idaho State University or University of Idaho CTE teacher educator (when appropriate), as indicated by signatures below. Develop the plan prior to applying for initial certification, and update and submit it each time you apply for certificate renewal. File it with Idaho Division of Career Technical Education (IDCTE) certification, 650 W State St Ste 324, Boise, ID 83702-5936 or email it to certification@cte.idaho.gov .				
Name:		EDUID Number:		
Home Address:		Home/Cell Phone:		
Work Address:		Work Phone:		
Current Position:				
Current Credential(s) Held: Submitting application for Postsecondary Limited Occupational Specialist Certificate				
Credential(s) Sought: Seeking Postsecondary Standard or Advanced Occupational Specialist Certificate				
Professional Development Plan Goal Statement: Within the three-year validity period of the Postsecondary Limited Occupational Specialist Certificate, engage in educator pedagogical training to qualify for Postsecondary Standard or Advanced Occupational Specialist Certificate.				
ACTIVITY PLANNED*: Course / Workshop / Seminar	Location of Activity/University	Date(s) Planned	Anticipated Earnings Toward PD Requirements	
			Credits	Clock Hours
Pre-service Academy, Year One	CONNECT or online	2021 as offered		40
Summer Academy, Year Two	CONNECT or online	Summer 2022		40
CTE Learn courses, including Postsecondary Portfolio (evidence of teaching competency).	Online	Fall/Spring/Summer		Approx. 200
Local Supervisor: Printed Name		Title/Institution: For Local Supervisor		
Local Supervisor's Signature		Date		
University CTE Teacher Educator: Printed Name		Title/Institution: For University CTE Teacher Educator		
University CTE Teacher Educator's Signature		Date		
Applicant's Signature		Date		
Revisions to your professional development plan can be made at any time. Make note of changes on this sheet and send a copy to the director for IDCTE educator certification at the address noted in the directions above.				
IDCTE Educator Certification Director, date:				

PROFESSIONAL DEVELOPMENT PLAN (PDP) - BLANK

 PROFESSIONAL DEVELOPMENT PLAN Idaho Division of Career Technical Education Certificated Personnel				
Date _____ to _____				
This Professional Development Plan (PDP) will be developed by you, the career technical education (CTE) professional, with the agreement of your employer or supervisor and an approved Idaho State University or University of Idaho CTE teacher educator (when appropriate), as indicated by signatures below. Develop the plan prior to applying for initial certification, and update and submit it each time you apply for certificate renewal. File it with Idaho Division of Career Technical Education (IDCTE) certification, 650 W State St Ste 324, Boise, ID 83702-5936 or email it to certification@cte.idaho.gov .				
Name:		EDUID Number:		
Home Address:		Home/Cell Phone:		
Work Address:		Work Phone:		
Current Position:				
Current Credential(s) Held:				
Credential(s) Sought:				
Professional Development Plan Goal Statement:				
ACTIVITY PLANNED*: Course / Workshop / Seminar	Location of Activity/University	Date(s) Planned	Anticipated Earnings Toward PD Requirements	
			Credits	Clock Hours
Local Supervisor: Printed Name		Title/Institution: For Local Supervisor		
Local Supervisor's Signature		Date		
University CTE Teacher Educator: Printed Name		Title/Institution: For University CTE Teacher Educator		
University CTE Teacher Educator's Signature		Date		
Applicant's Signature		Date		
Revisions to your professional development plan can be made at any time. Make note of changes on this sheet and send a copy to the director for IDCTE educator certification at the address noted in the directions above.				
IDCTE Educator Certification Director, date:				

PROFESSIONAL DEVELOPMENT ACTIVITIES (PDA) FORM - **BLANK**

	APPROVAL OF PROFESSIONAL DEVELOPMENT ACTIVITIES FOR OCCUPATIONAL SPECIALIST CERTIFICATION		
Name: _____ Date: _____ Address: _____ EDUID: _____ College/School: _____ Date of Birth: _____			
Directions: You may include information about more than one activity per form , but you may not duplicate hours and/or credits. It is expected that you will <u>attach information/documentation</u> to support the hours and/or credits you claim.			
Check As Applies	Activity Type	Choose <u>ONE</u> column only per Activity Type	
		Hours	Credit
<input type="checkbox"/>	Program or Professional Development Credit (attach grade report or transcript)		
<input type="checkbox"/>	Paid or Unpaid Work or Clinical Experience		
<input type="checkbox"/>	Workshop, Seminar		
<input type="checkbox"/>	Conference		
<input type="checkbox"/>	Independent Research/Activities Related to Teaching		
Description of Activity(ies):		Completion Date	
Participant's Signature _____ Date _____		Local Administrator's Signature _____ Date _____	
This Portion To Be Completed By Idaho Division of Career Technical Education			
Circle one: Will apply Will <u>not</u> apply			
Reason declined: _____			
Director, Idaho Division of Career Technical Certification		Date	
Send all copies to: Educator Certification Idaho Division of Career Technical Education 650 W State St, Ste 324 Boise, ID 83702-5936			
After processing, a copy will be retained in the applicant's file in the state office and the original will be returned to the applicant.			

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

DIVISION OF CAREER TECHNICAL EDUCATION (DIVISION)

SUBJECT

Career Technical Education Secondary Programs – Workplace Readiness Standards

REFERENCE

June 16, 2016	The Board approved six career technical education secondary content standards to include standards for Workplace Readiness.
August 2016	Board approved proposed rule amendments to IDAPA 08.02.03., incorporating six career technical education secondary content standards into rule by reference.
November 2016	Board approved pending rule amendments to IDAPA 8.02.03.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118, 33-1612, and 33-2211, Idaho Code
Idaho Administrative code, IDAPA 08.02.03, Rules Governing Thoroughness

BACKGROUND/DISCUSSION

Idaho's Workplace Skills for Career Readiness Standards were first approved by the Board, and then incorporated by reference into IDAPA 08.02.03 in 2016. Similar to academic programs, career technical education (CTE) standards are regularly reviewed and updated. This revision represents current, required workplace skills identified by business and industry employers. Although the original twenty-one skills remain the same, the characterization of most and grouping of some have been updated. Two new skills, initiative and self-direction and information literacy, have been added. The Workplace Skills for Career Readiness Standards are taught and assessed in all CTE pathways across the state.

For a complete explanation of the process and revisions, visit <https://www.ctecs.org/sites/default/files/files/WRS%20Summary%20Report%20FINAL%202-15-19.pdf>.

Included in the 2016 Workplace Skills for Career Readiness Standards were Definitions and Instructional Strategies and a Correlation of Employability Skills for Career Readiness Standards and the Idaho Core Standards and Idaho Science Standards. The Idaho English Language Arts/Literacy, Math and Science Standards are currently being reviewed. The final recommendations will be forwarded to the legislature in 2022. Once these updates are complete, IDCTE will revisit the Definitions and Instructional Strategies and Correlation pieces as possible addendums to these revisions.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

IMPACT

Approval of amendments to the Workplace Skills for Career Readiness Standards will align with current workplace skills identified by employers and with our CTE consortium of states. They are the basis of the Divisions Workplace Readiness Assessment for the 2021-2022 school year.

ATTACHMENTS

Attachment 1 – Workplace Skills for Career Readiness Standards

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Currently, the career technical education content standards are incorporated by reference into IDAPA 08.02.03. As standards incorporated by reference into administrative rule, in order for changes in them to take effect they must go through the negotiated rulemaking process. Given the Governor's initiative to remove from administrative rule those things that can be accomplished through Board policy, as part of this year's negotiated rulemaking process the Board will be considering moving all of the career technical education content standards to Board policy. The remaining five content areas would be moved without amendments into the Board's policy for the Division of Career Technical Education, should the Board approve the removal of the content standards from IDAPA 08.02.03 through Docket 08-0203-2101 under a separate agenda item.

Staff recommends approval.

BOARD ACTION

I move to approve the revisions to the Workplace Skills for Career Readiness Standards as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONTENT STANDARD 1.0: DEMONSTRATE WORKPLACE SKILLS FOR CAREER READINESS

PERFORMANCE STANDARD 1.1: DEMONSTRATE PERSONAL QUALITIES AND ~~PEOPLE SKILLS~~ ABILITIES

- | | |
|-------|---|
| 1.1.1 | Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand
<u>Demonstrate creativity and innovation by employing originality, inventiveness, and resourcefulness in the workplace</u> |
| 1.1.2 | Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability
<u>Demonstrate critical-thinking and problem-solving by using sound reasoning to analyze problems, evaluating potential solutions, and implementing effective courses of action</u> |
| 1.1.3 | Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed
<u>Demonstrate initiative and self-direction by independently looking for ways to improve the workplace and accomplish tasks</u> |
| 1.1.4 | Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace
<u>Demonstrate integrity by complying with laws, procedures, and workplace policies; demonstrating honesty, fairness, and respect</u> |
| 1.1.5 | Demonstrate diversity awareness by working well with all customers and co-workers
<u>Demonstrate work ethic by consistently working to the best of one's ability being diligent, dependable, and accountable for one's actions</u> |
| 1.1.6 | Demonstrate conflict resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues |
| 1.1.7 | Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative |

PERFORMANCE STANDARD 1.2: DEMONSTRATE ~~PROFESSIONAL KNOWLEDGE AND SKILLS~~ INTERPERSONAL SKILLS

- | | |
|-------|--|
| 1.2.1 | Demonstrate effective speaking and listening skills by communicating effectively with customers and employees and following directions
<u>Demonstrate conflict-resolution by negotiating diplomatic solutions to interpersonal and workplace issues</u> |
| 1.2.2 | Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly
<u>Demonstrate customer service by anticipating and addressing the needs of customers and coworkers; providing thoughtful, courteous, and knowledgeable service</u> |
| 1.2.3 | Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks
<u>Demonstrate listening and speaking by listening attentively and asking questions to clarify meaning; articulating ideas clearly in a manner appropriate for the setting and audience</u> |

~~2015~~-2021

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS

- | | |
|--------|--|
| 1.2.4 | <p>Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health</p> <p><u>Demonstrate respect for diversity by valuing individual differences and working collaboratively with people of diverse backgrounds, viewpoints, and experiences</u></p> |
| 1.2.5 | <p>Demonstrate understanding of workplace organizations, systems, and climates by identifying “big picture” issues and fulfilling the mission of the workplace</p> <p><u>Demonstrate teamwork by sharing responsibility for collaborative work and respecting the thoughts, opinions, and contributions of other team members</u></p> |
| 1.2.6 | <p>Demonstrate lifelong learning skills by continually acquiring new industry related information and improving professional skills</p> |
| 1.2.7 | <p>Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion</p> |
| 1.2.8 | <p>Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work</p> |
| 1.2.9 | <p>Demonstrate mathematical skills by using mathematical reasoning to accomplish tasks</p> |
| 1.2.10 | <p>Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service</p> |

PERFORMANCE STANDARD 1.3 DEMONSTRATE ~~TECHNOLOGY KNOWLEDGE AND SKILLS~~ PROFESSIONAL COMPETENCIES

- | | |
|-------|--|
| 1.3.1 | <p>Demonstrate proficiency with job specific technologies by selecting and safely using technological resources to accomplish work responsibilities in a productive manner</p> <p><u>Demonstrate big picture thinking by understanding one’s role in fulfilling the mission of the workplace and considering the social, economic, and environmental impacts of one’s actions</u></p> |
| 1.3.2 | <p>Demonstrate proficiency with information technology by using computers, file management techniques, and software/programs effectively</p> <p><u>Demonstrate career and life management by planning, implementing, and managing personal and professional development goals related to education, career, finances, and health</u></p> |
| 1.3.3 | <p>Demonstrate proper Internet use and security by using the Internet appropriately for work</p> <p><u>Demonstrate continuous learning and adaptability by accepting constructive feedback and being open to new ideas and ways of doing things; continuously develop professional skills and knowledge to adjust to changing requirements</u></p> |
| 1.3.4 | <p>Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications</p> <p><u>Demonstrate efficiency and productivity by planning, prioritizing, and adapting work goals to manage time and resources effectively</u></p> |
| 1.3.5 | <p><u>Demonstrate information literacy by locating information efficiently, evaluating the credibility and relevance of sources and facts, and using information effectively to accomplish work-related tasks</u></p> |
| 1.3.6 | <p><u>Demonstrate information security including basic internet use and email safety by following workplace protocols to maintain the security of information, computers, networks, and facilities</u></p> |

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS

~~2015~~ 2021

<u>1.3.7</u>	<u>Demonstrate information technology by maintaining a working knowledge of devices, resources, hardware, software, systems, services, applications, and IT conventions</u>
<u>1.3.8</u>	<u>Demonstrate job-specific tools and technologies by properly selecting and safely using industry-specific technologies, tools, and machines to complete job tasks effectively</u>
<u>1.3.9</u>	<u>Demonstrate the application of mathematical skills to complete tasks as necessary</u>
<u>1.3.10</u>	<u>Demonstrate professionalism by meeting organizational expectations regarding work schedule, behavior, appearance, and communication</u>
<u>1.3.11</u>	<u>Demonstrate reading and writing skills by reading and interpreting workplace documents and writing effectively</u>
<u>1.3.12</u>	<u>Demonstrate workplace safety by maintaining a safe work environment through adherence to safety guidelines and identifying risks to self and others</u>

~~DEFINITIONS AND INSTRUCTIONAL STRATEGIES FOR WORKPLACE~~

~~SKILLS FOR CAREER READINESS STANDARDS~~

~~PERFORMANCE STANDARD 1.1: DEMONSTRATE PERSONAL QUALITIES AND PEOPLE SKILLS~~

Performance Indicators	Definitions and Instructional Strategies
1.1.1	<p>Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Maintaining punctual and consistent attendance (e.g., accounting for hours worked, arriving on time for work or appointments). • Taking direction willingly (e.g., using active listening techniques, approaching the assigned task with motivation). • Exhibiting motivation to accomplish the task at hand (e.g., remaining on task, working independently, completing the task efficiently, being a self-directed learner). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Define positive work ethic. • Calculate daily/weekly time sheets. • Identify employee traits desired by employers. • Identify and practice active listening techniques. • Role play an employer or employee that exemplifies good work ethic.
1.1.2	<p>Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Identifying and abiding by laws and workplace policies (e.g., using personal and sick leave only when necessary, understanding harassment and discrimination policies). • Respecting the property of the employer and co-workers. • Identifying how one's actions and behavior can have far reaching effects (e.g., personal behavior affects others nearby; business decisions can have global implications or impact the environment). • Exhibiting honesty and reliability. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Define integrity. • Review samples of human resource policies. • Investigate common employer personnel issues. • Differentiate between honest and reliability.

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS

~~2015~~ **2021**

1.1.3	<p>Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> Contributing to the success of the team (e.g., brainstorming solutions, volunteering, collaborating, compromising, valuing individual contributions, performing in accordance with the assigned role). Assisting others (E.g., supporting team members and leaders, taking initiative). Requesting help when needed (e.g., asking questions after consulting manuals on policies and procedures, knowing when to seek help from co-workers and supervisors). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> Define teamwork. Interpret the critical skills exhibited by effective team members. Compare and contrast the various roles of team members. Participate in team projects to practice communication skills.
1.1.4	<p>Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> Dressing appropriately (e.g., adhering to professional rather than personal standards, following dress code). Maintaining personal hygiene. Using language and manners suitable for the workplace (e.g., adhering to respectful, polite and professional practices). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> Research the values of dressing appropriately for a variety of settings including school and business. Compare and contrast workplace dress versus personal dress. Analyze different body languages to understand the messages they send. Practice professional business etiquette and communications.
1.1.5	<p>Demonstrate diversity awareness by working well with all customers and co-workers</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> Working in a respectful and friendly manner with all customers and co-workers (e.g., treating all with the same degree of professional respect) regardless of national origin, race, appearance, religion, gender, disability, or age. Respecting cultural differences encountered in the workplace. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> Define diversity. Summarize the Civil Rights Act of 1964 and the American with Disabilities Act of 1990. Explain the importance of cultural awareness in the global market. Identify cultural differences that affect communication (e.g., hand gestures, body language, _____ and customs).

1.1.6	<p>Demonstrate conflict-resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Negotiating diplomatic solutions to interpersonal conflicts in the workplace (e.g., personality issues, cultural difference issues, disagreements over how to handle work projects, performance issues). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Identify different types of conflicts. • Identify various viewpoints of an issue in order to encourage sensitivity and to resolve conflicts. • Introduce a problem-solving procedure and role play various conflict scenarios.
1.1.7	<p>Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Contributing new and innovative ideas (e.g., for improving products and procedures). • Displaying initiative readily, independently, and responsibly. • Dealing skillfully and promptly with new situations and obstacles. • Developing operation policies and procedures that use resources in a sustainable manner. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Define creativity and creative thinking. • Research great inventors. • Analyze a problem, brainstorm solutions, and identify a solution. • Create a futuristic product.

PERFORMANCE STANDARD 1.2: DEMONSTRATE PROFESSIONAL KNOWLEDGE AND SKILLS

Performance Indicators	Definitions and Instructional Strategies
1.2.1	<p>Demonstrate effective speaking and listening skills by communicating effectively with customers and employees and following directions</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Communicating effectively with customers and co-workers (e.g., understanding the role of nonverbal communication, avoiding the use of slang, being pleasant and helpful, and utilizing an appropriate medium for conveying messages with dignity and respect). • Exhibiting public and group speaking skills. • Comprehending details and following directions. • Repeating directions or requests to ensure understanding (e.g., practicing active listening). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Define effective communication. • Participate in group discussions and oral presentations. • Compare and contrast the speaker's verbal and nonverbal messages. • Practice active listening.

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS

~~2015~~ **2021**

1.2.2	<p>Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> Reading and correctly interpreting workplace documents (e.g., instructional manuals, work orders, invoices, memorandums). Writing clear, correct language, appropriate to audience. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> Utilize instructional manuals to solve a problem. Interpret and complete work orders, invoices, and other workplace documents. Create technical reports.
1.2.3	<p>Demonstrate critical thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> Recognizing, analyzing, and solving problems that arise in completing assigned tasks. Identifying resources that may help solve a specific problem. Using a logical approach to make decisions and solve problems. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> Define critical thinking and problem-solving skills. Analyze a problem and predict a solution. Utilize a problem-solving procedure to solve a problem.
1.2.4	<p>Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> Managing personal health (e.g., setting short-, medium-, and long-term physical fitness goals; eating non- or minimally-processed foods). Following safety guidelines (e.g., adhering to Occupational Safety and Health Administration [OSHA] standards and instructor and manufacture guidelines). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> Explain importance/impact of personal health as it relates to employment and work. Create goals to promote health behaviors. Design a chart that illustrates safety guidelines. Pass a safety test.

Performance Indicators	Definitions and Instructional Strategies
1.2.5	<p>Demonstrate understanding of workplace organizations, systems, and climates by identifying “big picture” issues and fulfilling the mission of the workplace</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> Identifying “big picture” issues and goals (e.g., the organization’s structure, culture, policies, and procedures, as well as its role and status within the industry, economy, and community). Acknowledging the economic, political, and social relationships that impact multiple levels of an organization (e.g., local, national, international). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> Investigate corporate visions and identify their importance. Illustrate the hierarchy of a company. Define vision and mission statements. Develop a business concept and its vision and mission statements.

1.2.6	<p>Demonstrate lifelong learning skills by continually acquiring new industry-related information and improving professional skills</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> Continually acquiring new industry-related knowledge. Improving professional skills to stay current in the field and promote personal advancement. Seeking education and experiences that enhance personal growth. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> Describe the relationship of lifelong learning to financial success. Develop an educational/career plan. Create a portfolio.
1.2.7	<p>Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> Preparing to apply for a job (e.g., complete personal aptitude and interest inventories, performing a job search, developing a résumé, preparing for an interview). Identifying steps for seeking promotion (e.g., taking advantage of professional development opportunities, offering to accept additional assignments, learning new skills, understanding the benefits of mentor relationships). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> Utilize different media sources to perform job searches. Practice job interview skills. Develop a résumé. Complete a job application.
1.2.8	<p>Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> Organizing and implementing a productive plan of work (e.g., setting and meeting short-, medium-, and long-term professional goals). Working efficiently to make the best use of time. Managing personnel to capitalize on their strengths while respecting professional desires. Maintaining equipment to ensure longevity and efficiency. Using resources in a sustainable manner. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> Develop a plan of work to reach identified goals. Develop and utilize a time management plan. Describe the importance of using natural resources effectively.
1.2.9	<p>Demonstrate mathematics skills by using mathematical reasoning to accomplish tasks</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> Using mathematical reasoning and processes to accomplish job-specific tasks (e.g., using geometry and algebra to predict required supplies for a construction job, using computer mathematics to create a programming algorithm). Making calculations related to personal finance (e.g., wage rates, paycheck deductions, taxes). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> Estimate manufacturing, repair of food costs. Prepare a small business budget. Calculate wage rates, paycheck deductions, and taxes.

1.2.10	<p>Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service</p> <p>Demonstration may include:</p> <ul style="list-style-type: none">Addressing the needs of all customers (e.g., proactively engaging customers until they are satisfied).Providing helpful, courteous, and knowledgeable service (e.g., displaying a positive attitude, treating all customers with the same degree of profession respect, sharing information and knowledge honestly and forthrightly). <p>Instructional strategies may include:</p> <ul style="list-style-type: none">Identify the importance of internal and external customer service.Explain the importance of achieving and maintaining customer satisfaction.Role play good customer service.
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PERFORMANCE STANDARD 1.3:—DEMONSTRATE TECHNOLOGY KNOWLEDGE AND SKILLS

Performance Indicators	Definitions and Instructional Strategies
1.3.1	<p>Demonstrate proficiency with job-specific technologies by selecting and safely using technological resources to accomplish work responsibilities in a productive manner</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Demonstration includes selecting and safely using technological resources (e.g., equipment, machines, tools, electronics) to accomplish work efficiently and productively, while considering environmental impacts of such technologies. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Identify the appropriate tools to accomplish a task. • Describe safety procedures. • Identify local and federal regulations that affect safety and equipment.
1.3.2	<p>Demonstrate proficiency with information technology by using computers, file management techniques and software/programs effectively</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Working with hardware, file management techniques, and IT software/programs effectively on various operating systems. • Working with equipment and software specific to occupation. • Seeking additional technology to improve work processes and products. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Identify the appropriate use of various software tools. • Utilize presentation software to communicate ideas to a group. • Utilize word processing software to produce workplace documents. • Utilize spreadsheet software to create meaningful workplace records.
1.3.3	<p>Demonstrate proper Internet use and security by using the Internet appropriately for work</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Using the Internet efficiently and ethically for work. • Identifying the risks of posting personal and work information on the Internet (e.g., on social networking sites, job search sites). • Taking measures to avoid Internet security risks (e.g., viruses, malware). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Review Internet use policies. • Define and describe risks associated with improper Internet use. • Compare and contrast the risks and benefits of social media sites. • Research laws and regulations associated with Internet content (e.g., copyright laws).
1.3.4	<p>Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Selecting and using telecommunications devices (e.g., portable digital assistants, smart devices, cellular phones), services (e.g., digital subscriber line, cellular network, cable, Internet), and Web-based applications (e.g., Webmail, social networking, online auctions, wikis) appropriate to work assignments. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Identify the appropriate usage of various devices in the workplace. • Create a timeline of the evolution of telecommunications. • Explain workplace uses of Web-based applications. • Describe the effectiveness and impact of telecommunications resources.

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS

~~2015~~ **2021**

**CORRELATION AND ALIGNMENTS OF
WORKPLACE SKILLS FOR CAREER READINESS STANDARDS
AND THE IDAHO CORE STANDARDS
AND THE IDAHO SCIENCE STANDARDS**

CORRELATION

The correlation of the Employability Skills for Career Readiness Standards shows links to the Idaho Core Standards for English Language Arts; the Idaho Core Standards for History/Social Studies, Science, and Technical Subjects; and the Idaho Core Standards for Mathematics. The correlation identifies the performance indicators in which the learning objectives in the Employability Skills for Career Readiness Standards support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the English Language Arts; History/Social Studies, Science, and Technical Subjects; and Mathematics Idaho Core Standards.

ALIGNMENTS

In addition to correlation with the Idaho Core Standards for Mathematics, many performance indicators support the Idaho Core Standards Mathematical Practices. The following table illustrates the alignment of the Employability Skills of Career Readiness Standards Performance Indicators and the Idaho Core Standards Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Employability Skills for Career Readiness Standards support academic learning.

**CORRELATION OF EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS
AND THE IDAHO CORE STANDARDS AND IDAHO SCIENCE STANDARDS**

Performance Indicators	Idaho Core Standards and Idaho Science Standards
1.1.2	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.4 — Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics
1.1.3	<u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1b — Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed
1.1.4	<u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1b — Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed
1.1.5	<u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1b — Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed

~~2015~~-2021

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS

	<p>SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
1.1.6	<p><u>English Language Arts: Speaking and Listening Standards</u></p> <p>SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed</p> <p>SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
1.2.1	<p><u>English Language Arts: Speaking and Listening Standards</u></p> <p>SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed</p> <p>SL.11-12.1e Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>

Performance Indicators	Idaho Core Standards and Idaho Science Standards
1.2.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></p> <p>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p><u>English Language Arts: Writing Standards</u></p> <p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.</p>

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS

~~2015~~ **2021**

	<p>W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
1.2.3	<p><u>English Language Arts: Writing Standards</u></p> <p>W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.2.5	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (E.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
1.2.8	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
1.2.10	<p><u>English Language Arts: Speaking and Listening Standards</u></p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)</p>

Performance Indicators	Idaho Core Standards and Idaho Science Standards
1.3.1	<p><u>English Language Arts: Speaking and Listening Standards</u></p> <p><u>SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><u>SL.11-12.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><u>SL.11-12.6</u> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></p> <p><u>ST.11-12.5</u> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p><u>RST.11-12.6</u> Analyze the author's purpose in providing an explanation, describing a procedure or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p><u>RST.11-12.7</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><u>RST.11-12.9</u> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept; resolving conflicting information when possible.</p>
1.3.4	<p><u>English Language Arts: Speaking and Listening Standards</u></p> <p><u>SL.11-12.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

~~ALIGNMENT OF EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS
AND THE IDAHO CORE STANDARDS MATHEMATICAL PRACTICES~~

Idaho Core Standards Mathematical Practices	Employability Skills for Career Readiness Performance Indicators
1. Make sense of problems and persevere in solving them.	1.1.7 1.2.3, 1.2.8, 1.2.9
2. Reason abstractly and quantitatively.	1.1.7 1.2.3, 1.2.15, 1.2.8, 1.2.9
3. Construct viable arguments and critique the reasoning of others.	1.1.7 1.2.3, 1.2.8
4. Model with mathematics.	1.2.9
5. Use appropriate tools strategically.	1.2.3, 1.2.8, 1.2.9, 1.2.10 1.3.1, 1.3.2, 1.3.3, 1.3.4
6. Attend to precision.	1.2.8, 1.2.9, 1.2.10 1.3.1, 1.3.2, 1.3.3, 1.3.4
7. Look for and make use of structure	1.1.6, 1.1.7 1.2.5, 1.2.9
8. Look for and express regularity in repeated reasoning.	1.2.9

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

SUBJECT

2022 Legislative Session

REFERENCE

June 2019	Board approved thirteen (13) legislative ideas to be submitted through the Executive Agency Legislative process.
August 2019	Board approved five (5) pieces of legislation move forward through the Executive Agency Legislative process.
June 2020	Board approved nine (9) legislative ideas to be submitted through the Executive Agency Legislative process.
August 2020	Board approved four (4) pieces of legislation move forward through the Executive Agency Legislative process.
June 2021	Board approved seven (7) legislative ideas to be submitted through the Executive Agency Legislative process.

BACKGROUND/ DISCUSSION

The State Board of Education's legislative process starts with the approval of legislative ideas at the Board's regular June Board meeting. Legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process. A legislative idea consists of a statement of purpose and a fiscal impact. If approved by the Board, the actual legislative language is brought back to the Board August Board meeting for approval as a legislative proposal prior to re-submittal to the Governor's office and the legislature for consideration during the 2022 legislative session. Once DFM and the Governor's Office approve the legislative proposals Board staff will work with stakeholders to finalize the legislative language.

The Board approved the following legislative ideas for submittal to DFM at the Board's regular June 2021 Board meeting:

Legislative Ideas – Task Force Related

1. **Full-time Kindergarten Funding** - Amend Chapter 10, Title 33 support unit calculation for kindergarten students such that kindergarten students who attend full-time would be calculated similarly to other grades funded based on a half day or full day of attendance.
2. **Shift to FTE enrollment to Calculate Support Units** – Amend Chapter 10, Title 33, moving the support unit calculation from one based on FTE student enrollment rather than daily student attendance.
3. **Public School Funding – Move Line Item Funding to Discretionary/ Operational Funding** – Amendments would retain line-item funding for college and career advisors, Advanced Opportunities, and literacy intervention line-items, with the aim of making important updates to improve their effectiveness and accountability; and collapse some statutory line-items to provide more financial flexibility for local school districts and charter schools.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

4. **Educator Loan Forgiveness Program** – Create a loan forgiveness program incentivizing educators to work in high-need or rural school districts or charter schools.

Other Legislative Ideas

5. **Career Technical School Added Cost Funding Eligibility** – Amend Section 33-1002G, Idaho Code, to allow cooperative service agencies formed by school districts to be eligible to form career technical schools under certain conditions.
6. **Charter School Authorization** – Provide technical and administrative amendments adding definitions and providing clarification to existing provisions.
7. **Virtual Charter School Funding** – Create a funding formula specific to virtual schools where funding is based on virtual school instructional and administrative costs rather than the cost for brick and mortar schools.

Unlike in previous years, DFM has not given final approval for the legislative ideas to move forward, rather they are waiting to see the legislative proposal before taking final action.

IMPACT

Staff will submit Board-approved legislative ideas through the executive agency legislative process and will bring back legislative language to the Board once approved by the Governor's Office. Legislative ideas not approved will not be submitted through the executive agency legislative process and will not be sponsored by the Board for introduction to the legislature.

ATTACHMENTS

- Attachment 1 – Legislative Ideas – Statement of Purpose and Fiscal Impact
- Attachment 2 – Full-time/Full-day Kindergarten Funding Legislative Proposal
- Attachment 3 – FTE Enrollment Methodology Legislative Proposal
- Attachment 4 – Rural Educator Incentive Program Legislative Proposal
- Attachment 5 – Career Technical School Added Cost Funding Eligibility Legislative Proposal
- Attachment 6 – Charter School Authorization/Management Legislative Proposal
- Attachment 7 – Postsecondary Credit Scholarship Legislative Proposal
- Attachment 8 – Armed Forces/Public Safety Officer Scholarship Legislative Proposal
- Attachment 9 – Extended Employment Services Program Legislative Proposal

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Legislative ideas are required to be submitted to DFM in July each year with legislative proposal (legislative language) required to be submitted in early to mid-August of each year. During the process of working through legislative ideas, additional ideas of merit sometimes surface before the DFM submittal deadline. The Board has traditionally authorized the executive director to submit these ideas. Actual legislative language for all submitted legislative ideas will be brought back to the Board prior to the DFM August deadline for final Board approval.

Each legislative proposal submitted to the Governor's Office must include a Statement of Purpose and a Fiscal Note. The Statement of Purpose and Fiscal Note become part of the proposed legislation and summarize the purpose and impact of the legislation. Pursuant to the requirements for submitting legislation through the Executive Agency Legislative system: "A Fiscal Note is a statement estimating the amount of revenue or expenditure from all funds that will occur if the bill passes. It must be written exactly as it will appear on the attachment to the actual bill. A Fiscal Note must be precise and include impacts for all funds. Use of such terms as "minimal" or "undetermined" are inadequate and will be returned to the agency for editing. If the Fiscal Note states there is no projected fiscal impact, then the Fiscal Note must contain a statement of the reasons why per Idaho Joint [Senate and House] Rule 18."

Idaho Joint Rule 18 is a rule of the State Legislature requiring "Fiscal Notes. — (b) The fiscal note applies only to a bill as introduced and does not necessarily reflect any amendment to the bill that may be adopted. The fiscal note shall reasonably contain the proponent's full fiscal year projected increase or decrease in existing or future appropriations, and/or the increase or decrease in revenues by the state or unit(s) of local government. The bill's proponent bears the responsibility to provide a reasonably accurate fiscal note. If the fiscal note states there is no projected fiscal impact, then the fiscal note must contain a statement of the reasons that no fiscal impact is projected. All fiscal notes shall be reviewed for compliance with this rule by the committee to which the bill is assigned, excepting that any compliance review is subject to Joint Rule 18(e). A member of the committee may challenge the sufficiency of a fiscal note at any time prior to the committee's final action on the bill."

Once approved by the Board, DFM, and the Governor's office additional work would be done with stakeholder groups to fine tune the final language of the bills. Any substantive changes will be brought back to the Board for consideration prior to any approved legislative proposals being assigned a Routing Slip (RS) number.

Of the legislative ideas approved by the Board at the Regular June 2021 Board meeting, the legislative idea on Line Item Consolidation and Virtual School Funding are not moving forward at this time. While there is broad support for both legislative ideas, additional work will need to be done during the 2022 Legislative Session with legislators and over the next year with stakeholders to bring forward a comprehensive proposal for Board consideration for the 2023 Legislative Session.

In addition to the legislative ideas approved by the Board at the Regular June 2021 Board meeting, the Board has been requested by DFM to submit a legislative proposal to incorporate the negotiated rulemaking work conducted by the Idaho Division of Vocational Rehabilitation on the Extended Employment Services Program into statute rather than providing clarification through administrative rule. This additional legislative proposal is provided in Attachment 10. Using the authority granted by the Board to the Executive Director in June, two additional

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

legislative ideas were submitted, both provide administrative updates, the first updates the Postsecondary Credit Scholarship and the second updates the Armed Forces and Public Safety Officer Scholarship. These two legislative proposals are provided in Attachments 8 and 9.

Attachment 1 provides a brief summary of each piece of legislation, while the subsequent attachments provide the draft language for each piece of legislation.

Staff recommends approval of all legislative proposals.

BOARD ACTION

I move to approve the proposed legislation in substantial conformance to the form provided in Attachments 2 through 9 and to authorize the Executive Director to make additional changes as necessary as the legislation moves forward through the legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2022 LEGISLATIVE PROPOSALS

1. Full-time/day Kindergarten Funding (based on Task Force recommendation)

Statement of Purpose

Funding for public schools in Idaho is largely driven by the number of students in average daily attendance and the number of support units calculated by grade bands for those students. For kindergarten students the formula is such that a school would not receive more than the equivalent of a half days funding for the student, even if the student attended full time. The proposed legislation would adjust the calculations for support units so that students in kindergarten could be funded for a full day if they attended a full day and a half day if they only attended a half day, similar to how the other grade band support units are calculated.

Fiscal Impact

The fiscal impact would be dependent on the number of parents who chose to send their students to a full-time kindergarten program. If an estimated 80% of students attending kindergarten during the 2020-2021 school year attended full-time, the added support units, using FY21 support unit value estimates, would have a fiscal impact of approximately \$42M.

2. Shift to FTE Enrollment to Calculate Support Units (based on Task Force recommendation)

Statement of Purpose

The current calculation for determining support units in public school funding is driven by the number of students based on a local education agencies' students in average daily attendance. Average daily attendance is calculated based on the number of students reported in full or half-day attendance each day the school is in session. This legislation would change the support unit calculation to one based on FTE enrollment rather than one based on daily attendance. The current FTE enrollment calculation also requires students attend the course they are enrolled in; however, it is based on excluding students who have not attended for 11 or more days rather than only including students for each day they attend.

Fiscal Impact

Funding based on daily attendance results in funding approximately 95% of the students that attend school during an academic term. Moving to a calculation based on FTE enrollment would increase the number of support units calculated as it would capture 100% of the students that were enrolled and attended. In FY2021 this resulted in an increase of approximately \$11M over what was originally appropriated for the fiscal year.

3. Rural Educator Incentive Program (based on Task Force recommendation)

Statement of Purpose

The purpose of this legislation would be to establish a rural educator incentive program for educators who work in high-need or rural school districts or charter schools. Unlike other programs that provide the same amount over a fixed number of years, this program would provide a gradually increased amount for each year the educator stays in the high need school district or charter school. The funds could be used for education loan repayments or reimbursement of other educational costs.

Fiscal Impact

The fiscal impact would be based on the annual appropriation for the program. As an example, if an eligible teacher received \$1,500 for the first year, \$2,500 for the second year, \$3,500 for the third year and \$4,500 for the fourth year, each educator that completed the program would receive \$12,000 over four years toward loan repayments. Given the variable amounts each year during the first four years, the fiscal impact would increase and then level out in year five.

- Year 1: first cohort of 500 teachers year 1 X \$1,500 = \$750,000.
Total = \$750,000 (500 teachers)
- Year 2: second cohort of 250 teachers year 1 X \$1,500 = \$375,000; and
first cohort of 500 teachers year 2 X \$2,500 = \$1,250,000.
Total = \$1,250,375 (750 teachers)
- Year 3: third cohort of 250 teachers year 1 X \$1,500 = \$375,000; and
second cohort of 250 teachers year 2 X \$2,500 = \$625,000; and
first cohort of 500 teachers year 3 X \$3,500 = \$1,750,000.
Total = \$2,750,000 (1000 teachers)
- Year 4: fourth cohort of 250 teachers year 1 X \$1,500 = \$375,000; and
third cohort of 250 teachers year 2 X \$2,500 = \$625,000; and
second cohort of 250 teachers year 3 X \$3,500 = \$875,000; and
first cohort of 500 teachers year 4 X \$4,500 = \$2,250,000.
Total = \$4,125,000 (1,250 teachers)
- Year 5: fourth cohort of 250 teachers year 1 X \$1,500 = \$375,000; and
third cohort of 250 teachers year 2 X \$2,500 = \$625,000; and
second cohort of 250 teachers year 3 X \$3,500 = \$875,000; and
first cohort of 250 teachers year 4 X \$4,500 = \$1,125,000.
Total = \$3,000,000 (1,000 teachers)

4. Career Technical School Added Cost Funding Eligibility

Statement of Purpose

Currently, Section 33-1002G, Idaho Code, only authorizes school districts and public charter schools to establish career technical schools that qualify for funding appropriated for the specific purpose of supporting the added cost of career technical schools. Additionally, Section 33-317, Idaho Code, allows two or more school districts to join together for education purposes to form a cooperative service agency to purchase

materials and/or provide services for use individually or in combination. These cooperative service agencies are also authorized to construct and maintain facilities funded through the member districts, including the use of levy funds. Currently, a career technical education program operated out of one of these facilities must technically be the program of a single school district, with the other school districts sending students to the program for it to qualify for the career technical school added cost funding provided through Section 33-1002G, Idaho Code. The proposed amendment would allow for cooperative service agencies to “own” the program when certain conditions are met, such as, having a separate facility that is not part of any of the member school districts and employing the teaching and administrative staff managing the program. These career technical schools would also be responsible for reporting the course and student data currently reported by the sending school districts, be responsible for evaluating the staff under the same provisions as school district staff, and be responsible for reporting student outcomes.

Fiscal Impact

There would be no additional fiscal impact to the state general fund. Currently, career technical school added cost funding is based on an annual appropriation. That annual appropriation is then divided by the eligible career technical schools on a student enrollment basis pursuant to IDAPA 55.01.03.

5. Charter School Authorization

Statement of Purpose

The purpose of this legislation would be to make administrative amendments to Chapter 52, Title 33 regarding provisions around the authorization of charter schools and a charter school Board of Directors responsibilities. The proposed amendments clarify the eligibility requirements for replication vs new petitions; provisions regarding expanding capacity when it requires additional facilities; coming into compliance with current state procurement provisions; and the definition of “operated by” as used in Section 33-5203, Idaho Code. Additional amendments would require training be provided to charter school Board of Directors regarding roles and responsibilities, and expanding revocation options for charter schools who fail to meet the pre-opening conditions of their authorization or violates state law and chooses not to correct the issue.

Fiscal Impact

These amendments would not result in any additional fiscal impact to the state. Currently funding is available on a reimbursement basis for Board training.

6. Postsecondary Credit Scholarship

Statement of Purpose

The purpose of this legislation would be to amend Section 33-4605, Idaho Code, Postsecondary Credit Scholarship. Currently, this scholarship requires students to also earn an academic merit-based scholarship from business or industry to match the state award. Due to the challenge it often is for students to find merit based scholarships from business and industry, it has been very difficult for students to qualify for the full amount

available and the scholarship has been under prescribed. The proposed amendment would remove the requirement that the matching scholarship be merit based.

Fiscal Impact

There would be no fiscal impact above the total award amount limit contained in Section 33-4605(8), Idaho Code. This scholarship program is statutorily limited to \$2,000,000 dollars from the Advanced Opportunities line item funding.

7. Armed Forces and Public Safety Officer Scholarship

Statement of Purpose

The purpose of this legislation is to make a technical correction updating the language in Section 33-4302(7), Idaho Code, regarding the determination of disability for members of the Armed Forces. Currently, the statute references the disability determinations made by the United States Social Security Administration. The proposed amendment would change this language to the disability determinations for this class of awardees to the entity used by the Office of Veterans Affairs.

Fiscal Impact

It is not expected this change will have a measureable fiscal impact. While the change to the process for receiving the disability determinations will be streamlined with the Office of Veterans Affairs, making it easier to receive documentation of an individual's disability, it does not broaden the overall eligibility pool.

8. Extended Employment Services Program

Statement of Purpose

The Extended Employment Services program was first codified by legislature in 2020. The Division of Vocational Rehabilitation has worked with stakeholders since that time to establish provisions for the administration of the program. The proposed legislation would provide additional clarification on how the program would be administered within the framework codified in 2020.

Fiscal Impact

There would be no fiscal impact. The Extended Employment Services Program is limited by its annual appropriation. Proposed amendments would not require an increase in the annual appropriation.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 2

1. Full-time Kindergarten Funding

33-512. GOVERNANCE OF SCHOOLS. The board of trustees of each school district shall have the following powers and duties:

(1) To fix the days of the year and the hours of the day when schools shall be in session. However:

(a) Each school district shall annually adopt and implement a school calendar that provides its students at each grade level with the following minimum number of instructional hours:

Grades	Hours
9-12	990
4-8	900
1-3	810
<u>K, half-time</u>	450
<u>K, full-time</u>	<u>800</u>
Alternative schools	
(any grades)	900

(b) School assemblies, testing and other instructionally related activities involving students directly may be included in the required instructional hours.

(c) When approved by a local school board, annual instructional hour requirements stated in paragraph (a) of this subsection may be reduced as follows:

(i) Up to a total of twenty-two (22) hours to accommodate staff development activities conducted on such days as the local school board deems appropriate.

(ii) Up to a total of eleven (11) hours of emergency school closures due to adverse weather conditions and facility failures.

However, transportation to and from school, passing times between classes, recess and lunch periods shall not be included.

(d) Student and staff activities related to the opening and closing of the school year, grade reporting, program planning, staff meetings, and other classroom and building management activities shall not be counted as instructional time or in the reductions provided in paragraph (c)(i) of this subsection.

(e) For multiple shift programs, this rule applies to each shift (i.e., each student must have access to the minimum annual required hours of instruction).

(f) The instructional time requirement for grade 12 students may be reduced by action of a local school board for an amount of time not to exceed eleven (11) hours of instructional time.

(g) The state superintendent of public instruction may grant an exemption from the provisions of this section for an individual

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 2

building within a district, when the closure of that building, for unforeseen circumstances, does not affect the attendance of other buildings within the district.

(h) The state board of education may grant a waiver of the minimum number of instructional hours for a school district when districtwide school closures are necessary as a result of natural occurrences creating unsafe conditions for students. A county or state disaster declaration must have been issued for one (1) or more of the counties in which the school district is located. A waiver request to the state board of education must describe the efforts by the school district to make up lost instructional hours, the range of grades impacted, and the number of hours the school district is requesting be waived.

(i) The reduction of instructional hours allowed in paragraphs (f) through (h) of this subsection may not be combined in a single school year.

(2) To adopt and carry on and to provide for the financing of a total educational program for the district. Such programs in other than elementary school districts may include education programs for out-of-school youth and adults, and such districts may provide classes in kindergarten;

(3) To provide, or require pupils to be provided with, suitable textbooks and supplies and, for advice on textbook selections, may appoint a curricular materials adoption committee as provided in section [33-512A](#), Idaho Code;

(4) To protect the morals and health of the pupils;

(5) To exclude from school children not of school age;

(6) To prescribe rules for the disciplining of unruly or insubordinate pupils, including rules on student harassment, intimidation and bullying, such rules to be included in a district discipline code adopted by the board of trustees and a summarized version thereof to be provided in writing at the beginning of each school year to the teachers and students in the district in a manner consistent with the student's age, grade and level of academic achievement;

(7) To exclude from school pupils with contagious or infectious diseases who are diagnosed or suspected as having a contagious or infectious disease or those who are not immune and have been exposed to a contagious or infectious disease; and to close school if the board determines that conditions warrant such closure, based on consultation with the district health department of the public health district in which the school district is located;

(8) To equip and maintain a suitable library or libraries in the school or schools and to exclude therefrom, and from the schools, all books, tracts, papers, and catechisms of sectarian nature;

(9) To determine school holidays. Any listing of school holidays shall include not less than the following: New Year's Day, Memorial Day, Independence Day, Thanksgiving Day, and Christmas Day. Other days listed in section [73-108](#), Idaho Code, if the same shall fall on a school day, shall be observed with appropriate ceremonies; and any days the state board of education may designate, following the proclamation by the governor, shall be school holidays;

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 2

(10) To erect and maintain on each schoolhouse or school grounds a suitable flagstaff or flagpole and display thereon the flag of the United States of America on all days, except during inclement weather, when the school is in session; and for each Veterans Day, each school in session shall conduct and observe an appropriate program of at least one (1) class period remembering and honoring American veterans;

(11) To prohibit entrance to each schoolhouse or school grounds, to prohibit loitering in schoolhouses or on school grounds and to provide for the removal from each schoolhouse or school grounds of any individual or individuals who disrupt the educational processes or whose presence is detrimental to the morals, health, safety, academic learning or discipline of the pupils. A person who disrupts the educational process or whose presence is detrimental to the morals, health, safety, academic learning or discipline of the pupils, or who loiters in schoolhouses or on school grounds, is guilty of a misdemeanor;

(12) To supervise and regulate, including by contract with established entities, those extracurricular activities that are by definition outside of or in addition to the regular academic courses or curriculum of a public school, and which extracurricular activities shall not be considered to be a property, liberty or contract right of any student, and such extracurricular activities shall not be deemed a necessary element of a public school education but shall be considered to be a privilege. For the purposes of extracurricular activities, any secondary school located in this state that is accredited by an organization approved through a process defined by the state department of education shall be able to fully participate in all extracurricular activities described in and governed by the provisions of this subsection;

(13) To govern the school district in compliance with state law and rules of the state board of education;

(14) To submit to the superintendent of public instruction not later than July 1 of each year documentation that meets the reporting requirements of the federal gun-free schools act of 1994 as contained within the federal improving America's schools act of 1994;

(15) To require that all certificated and noncertificated employees hired on or after July 1, 2008, and other individuals who are required by the provisions of section [33-130](#), Idaho Code, to undergo a criminal history check shall submit a completed ten (10) finger fingerprint card or scan to the department of education no later than five (5) days following the first day of employment or unsupervised contact with students in a K-12 setting, whichever is sooner. Such employees and other individuals shall pay the cost of the criminal history check. If the criminal history check shows that the employee has been convicted of a felony crime enumerated in section [33-1208](#), Idaho Code, it shall be grounds for immediate termination, dismissal or other personnel action of the district, except that it shall be the right of the school district to evaluate whether an individual convicted of one of these crimes and having been incarcerated for that crime shall be hired. Provided however, that any individual convicted of any felony offense listed in section [33-](#)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 2

1208(2), Idaho Code, shall not be hired. For the purposes of criminal history checks, a substitute teacher is any individual who temporarily replaces a certificated classroom educator and is paid a substitute teacher wage for one (1) day or more during a school year. A substitute teacher who has undergone a criminal history check at the request of one (1) district in which he has been employed as a substitute shall not be required to undergo an additional criminal history check at the request of any other district in which he is employed as a substitute if the teacher has obtained a criminal history check within the previous five (5) years. If the district next employing the substitute still elects to require another criminal history check within the five (5) year period, that district shall pay the cost of the criminal history check or reimburse the substitute teacher for such cost. To remain on the statewide substitute teacher list maintained by the state department of education, the substitute teacher shall undergo a criminal history check every five (5) years;

(16) To maintain a safe environment for students by developing a system that cross-checks all contractors or other persons who have irregular contact with students against the statewide sex offender registry by developing a school safety plan for each school and by meeting annually with emergency first responders to update the plans and discuss emergency exercises and operations;

(17) To provide support for teachers in their first two (2) years in the profession in the areas of: administrative and supervisory support, mentoring, peer assistance and professional development.

33-1002. EDUCATIONAL SUPPORT PROGRAM. The educational support program is calculated as follows:

(1) State Educational Support Funds. Add the state appropriation, including the moneys available in the public school income fund, together with all miscellaneous revenues to determine the total state funds.

(2) From the total state funds subtract the following amounts needed for state support of special programs provided by a school district:

(a) Pupil tuition-equivalency allowances as provided in section 33-1002B, Idaho Code;

(b) Transportation support program as provided in section 33-1006, Idaho Code;

(c) Feasibility studies allowance as provided in section 33-1007A, Idaho Code;

(d) The approved costs for border district allowance, provided in section 33-1403, Idaho Code, as determined by the state superintendent of public instruction;

(e) The approved costs for exceptional child approved contract allowance, provided in subsection 2. of section 33-2004, Idaho Code, as determined by the state superintendent of public instruction;

(f) Salary-based apportionment calculated as provided in sections 33-1004 through 33-1004F, Idaho Code;

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 2

- (g) Unemployment insurance benefit payments according to the provisions of section [72-1349A](#), Idaho Code;
- (h) For expenditure as provided by the public school technology program;
- (i) For employee severance payments as provided in section [33-521](#), Idaho Code;
- (j) For distributions to the Idaho digital learning academy as provided in section [33-1020](#), Idaho Code;
- (k) For charter school facilities funds and reimbursements paid pursuant to section [33-5208](#)(5), Idaho Code;
- (l) For an online course portal as provided for in section [33-1024](#), Idaho Code;
- (m) For advanced opportunities as provided for in [chapter 46, title 33](#), Idaho Code;
- (n) For additional math and science courses for high school students as provided in section [33-1021](#), Idaho Code;
- (o) For leadership premiums as provided in section [33-1004J](#), Idaho Code;
- (p) For master teacher premiums as provided in section [33-1004I](#), Idaho Code;
- (q) For the support of provisions that provide a safe environment conducive to student learning and maintain classroom discipline, an allocation of three hundred dollars (\$300) per support unit;
- (r) An amount specified in the appropriation bill for the public schools educational support program for counseling support as provided for in section [33-1212A](#), Idaho Code, shall be distributed for grades 8 through 12 as follows:
 - (i) For school districts and public charter schools with one hundred (100) or more students enrolled in grades 8 through 12, a pro rata distribution based on students enrolled in grades 8 through 12 or eighteen thousand dollars (\$18,000), whichever is greater;
 - (ii) For school districts and public charter schools with fewer than one hundred (100) students enrolled in grades 8 through 12, one hundred eighty dollars (\$180) per student enrolled in grades 8 through 12 or nine thousand dollars (\$9,000), whichever is greater;
- (s) An amount specified in the public schools educational support program appropriation bill for literacy intervention pursuant to section [33-1807](#), Idaho Code, the disbursements made to the school districts and public charter schools in the aggregate shall not exceed the total amount appropriated for this purpose and shall be based on the actual costs of such intervention programs. School districts and public charter schools shall be reimbursed in full or in pro rata based on the average number of students in kindergarten through grade 3 who score basic or below basic on the fall statewide reading assessment in the prior three (3) years;
- (t) For mastery-based education as provided for in section [33-1632](#), Idaho Code;

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 2

(u) For pay for success contracting as provided in section 33-125B, Idaho Code; and
(v) Any additional amounts as required by statute to effect administrative adjustments or as specifically required by the provisions of any bill of appropriation;
to secure the total educational support distribution funds.

(3) Average Daily Attendance. The total state average daily attendance shall be the sum of the average daily attendance of all of the school districts of the state. The state board of education shall establish rules setting forth the procedure to determine average daily attendance and the time for, and method of, submission of such report. Average daily attendance calculation shall be carried out to the nearest hundredth. Computation of average daily attendance shall also be governed by the provisions of section 33-1003A, Idaho Code.

(4) Full-time kindergarten programs must include a parent participation component and curriculum that incorporates current research based strategies for full-time or all-day kindergarten programs. At a minimum, parent participation must include, but is not limited to, parent or guardian training on how to support their student's learning at home through home learning activities and parent engagement practices established by the—a local education agencies agency's local governing board. Parent engagement may be school based or home based.

(4) Support Units. The total state support units shall be determined by using the tables set out hereafter called computation of kindergarten support units, computation of elementary support units, computation of secondary support units, computation of exceptional education support units, and computation of alternative school support units. The sum of all of the total support units of all school districts of the state shall be the total state support units.

COMPUTATION OF KINDERGARTEN SUPPORT UNITS

Average Daily

Attendance	Attendance Divisor	Units Allowed
41-40 or more...	40 20.....	1-2 or more as computed
31 30 - 40 39 .99 ADA...	-.....	1. 75
26 20 - 30 29 .99 ADA...	-.....	.85 1.5
21 10 - 25 19 .99 ADA...	-.....	.75
16 - 20 9 .99 ADA...	-.....	.6 count as elementary
8 - 15 .99 ADA...	.....	.5
1 - 7 .99 ADA...	.....	count as elementary

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 2

COMPUTATION OF ELEMENTARY SUPPORT UNITS		
Average Daily		Minimum Units
Attendance	Attendance Divisor	Allowed
300 or more ADA.....	.....	.. 15
	..23...grades 4,5 & 6...	
	..22...grades 1,2 & 3...1994-95	
	..21...grades 1,2 & 3...1995-96	
	..20...grades 1,2 & 3...1996-97	
	and each year thereafter.	
160 to 299.99 ADA...	20	8.4
110 to 159.99 ADA...	19	6.8
71.1 to 109.99 ADA...	16	4.7
51.7 to 71.0 ADA...	15	4.0
33.6 to 51.6 ADA...	13	2.8
16.6 to 33.5 ADA...	12	1.4
1.0 to 16.5 ADA...	n/a	1.0

COMPUTATION OF SECONDARY SUPPORT UNITS		
Average Daily		Minimum Units
Attendance	Attendance Divisor	Allowed

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 2

750 or more....	18.5	47
400 - 749.99 ADA....	16	28
300 - 399.99 ADA....	14.5	22
200 - 299.99 ADA....	13.5	17
100 - 199.99 ADA....	12	9
99.99 or fewer	Units allowed as follows:	
Grades 7-12		8
Grades 9-12		6
Grades 7- 9		1 per 14 ADA
Grades 7- 8		1 per 16 ADA

COMPUTATION OF EXCEPTIONAL EDUCATION SUPPORT UNITS

Average Daily		Minimum Units
Attendance	Attendance Divisor	Allowed
14 or more....	14.5	1 or more as computed
12 - 13.99....	-	1
8 - 11.99....	-	.75
4 - 7.99....	-	.5
1 - 3.99....	-	.25

COMPUTATION OF ALTERNATIVE SCHOOL SUPPORT UNITS

(Computation of alternative school support units shall include
grades 6 through 12)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 2

Pupils in Attendance	Attendance Divisor	Minimum Units
		Allowed
	12	
12 or more.....	.....	1 or more as computed

In applying these tables to any given separate attendance unit, no school district shall receive less total money than it would receive if it had a lesser average daily attendance in such separate attendance unit. In applying the kindergarten table to a kindergarten program of fewer days than a full school year, the support unit allowance shall be in ratio to the number of days of a full school year. The attendance of students attending an alternative school in a school district reporting fewer than one hundred (100) secondary students in average daily attendance shall not be assigned to the alternative table if the student is from a school district reporting fewer than one hundred (100) secondary students in average daily attendance, but shall instead be assigned to the secondary table of the school district in which they are attending the alternative school, unless the alternative school in question serves students from multiple districts reporting fewer than one hundred (100) secondary students in average daily attendance. The tables for exceptional education and alternative school support units shall be applicable only for programs approved by the state department of education following rules and policies established by the state board of education. Moneys generated from computation of support units for alternative schools shall be utilized for alternative school programs. School district administrative and facility costs may be included as part of the alternative school expenditures.

(5) State Distribution Factor per Support Unit. Divide educational support program distribution funds, after subtracting the amounts necessary to pay the obligations specified in subsection (2) of this section, by the total state support units to secure the state distribution factor per support unit.

(6) District Support Units. The number of support units for each school district in the state shall be determined as follows:

- (a) (i) Divide the actual average daily attendance, excluding students approved for inclusion in the exceptional child educational program, for the administrative schools and each of the separate schools and attendance units by the appropriate divisor from the tables of support units in this section, then add the quotients to obtain the district's support units allowance for regular students, kindergarten through grade 12 including alternative school students. Calculations in application of this subsection shall be carried out to the nearest hundredth.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 2

(ii) Divide the combined totals of the average daily attendance of all preschool, kindergarten, elementary, secondary, juvenile detention center students and students with disabilities approved for inclusion in the exceptional child program of the district by the appropriate divisor from the table for computation of exceptional education support units to obtain the number of support units allowed for the district's approved exceptional child program. Calculations for this subsection shall be carried out to the nearest hundredth when more than one (1) unit is allowed.

(iii) The total number of support units of the district shall be the sum of the total support units for regular students, subparagraph (i) of this paragraph, and the support units allowance for the approved exceptional child program, subparagraph (ii) of this paragraph.

(b) Total District Allowance Educational Program. Multiply the district's total number of support units, carried out to the nearest hundredth, by the state distribution factor per support unit and to this product add the approved amount of programs of the district provided in subsection (2) of this section to secure the district's total allowance for the educational support program.

(c) District Share. The district's share of state apportionment is the amount of the total district allowance, paragraph (b) of this subsection.

(d) Adjustment of District Share. The contract salary of every noncertificated teacher shall be subtracted from the district's share as calculated from the provisions of paragraph (c) of this subsection.

(7) Property Tax Computation Ratio. In order to receive state funds pursuant to this section, a charter district shall utilize a school maintenance and operation property tax computation ratio for the purpose of calculating its maintenance and operation levy that is no greater than that which it utilized in tax year 1994, less four-tenths of one percent (.4%). As used herein, the term "property tax computation ratio" shall mean a ratio determined by dividing the district's certified property tax maintenance and operation budget by the actual or adjusted market value for assessment purposes as such values existed on December 31, 1993. Such maintenance and operation levy shall be based on the property tax computation ratio multiplied by the actual or adjusted market value for assessment purposes as such values existed on December 31 of the prior calendar year.

33-1027. STUDENT ENROLLMENT COUNTS AND RULEMAKING. The state board of education shall promulgate rules that set forth the procedures for determining student enrollment counts by school, school district, and statewide, and the process for reporting such counts. Such rules shall be consistent with the following:

(1) Full-time enrollment (FTE) shall be based on enrollment in any school district or public charter school;

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 2

(2) A student, including a kindergarten student in a full-time kindergarten program, shall not exceed a total of one (1.0) unweighted FTE in a single school year, except as provided in subsection (4) of this section;

(3) A kindergarten student in a half-time kindergarten program shall not exceed a total of one-half (0.5) unweighted enrollment in a single school year;

(4) A student attending a summer school or night school program shall not exceed a total of one-fourth (0.25) unweighted enrollment. Such student may be counted pursuant to both this subsection and subsection (2) of this section;

(5) A fractional enrollment count schedule shall be specified for any student enrolled less than one (1.0) FTE in a given school district or public charter school;

(6) FTE is based on the courses a student is enrolled in at the time of the official count, as specified in board rule, except that a student may be counted as enrolled if the term for which such student is enrolled begins after the time of the official count;

(7) Each school district or public charter school shall conduct an official count of enrolled students in the district or school on the first day of October, the first day of December, the first day of February, and the first day of April, or the previous school day if those dates do not fall on a school day; and

(8) A school district or public charter school may not count as enrolled any student who has unexcused absences totaling eleven (11) or more consecutive school days immediately prior to and including the official count date.

2. FTE Enrollment Funding

33-1001. DEFINITIONS. As used in this chapter:

(1) "Administrative schools" means and applies to all elementary schools and kindergartens within a district that are situated ten (10) miles or less from both the other elementary schools and the principal administrative office of the district and all secondary schools within a district that are situated fifteen (15) miles or less from other secondary schools of the district.

(2) "Administrative staff" means those who hold an administrator certificate and are employed as a superintendent, an elementary or secondary school principal, or are assigned administrative duties over and above those commonly assigned to teachers.

(3) "At-risk student" means a student in grades 6 through 12 who:

(a) Meets at least three (3) of the following criteria:

- (i) Has repeated at least one (1) grade;
- (ii) Has absenteeism greater than ten percent (10%) during the preceding semester;
- (iii) Has an overall grade point average less than 1.5 on a 4.0 scale prior to enrolling in an alternative secondary program;
- (iv) Has failed one (1) or more academic subjects in the past year;
- (v) Is below proficient, based on local criteria, standardized tests, or both;
- (vi) Is two (2) or more credits per year behind the rate required to graduate or for grade promotion; or
- (vii) Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment; or

(b) Meets any of the following criteria:

- (i) Has documented substance abuse or a pattern of substance abuse;
- (ii) Is pregnant or a parent;
- (iii) Is an emancipated youth or unaccompanied youth;
- (iv) Is a previous dropout;
- (v) Has a serious personal, emotional, or medical issue or issues;
- (vi) Has a court or agency referral; or
- (vii) Demonstrates behavior detrimental to the student's academic progress.

(4) "Average daily attendance" or "pupils in average daily attendance" means the aggregate number of days enrolled students are present, divided by the number of days of school in the reporting period; provided, however, that students for whom no ~~Idaho school district~~ local education agency is a home ~~district~~ local education agency shall not be considered in such computation.

(5) "Average full-time equivalent enrollment" means the average number of enrolled students reported pursuant to Section 33-1027, Idaho code, who are receiving instructional and student services from an appropriately qualified individual through the local education

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 3

agency. To be included in the average the student must be receiving instruction or student services, the student must be participating in course work and have regular communication with the instructional staff, pupil service staff, or other local education agency staff as applicable to the course, services, or student individualized education plan.

(~~56~~) "Career ladder" means the compensation table used for determining the allocations ~~districts~~ local education agencies receive for instructional staff and pupil service staff based on specific performance criteria and is made up of a residency compensation rung and a professional compensation rung.

(~~67~~) "Child with a disability" means a child evaluated as having an intellectual disability, a hearing loss including deafness, a speech or language impairment, a visual impairment including blindness, an emotional behavioral disorder, an orthopedic impairment, autism, a traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

(~~78~~) "Compensation rung" means the rung on the career ladder that corresponds with the compensation level performance criteria.

(~~89~~) "Economically disadvantaged student" means a student who:
(a) Is eligible for a free or reduced-price lunch under the Richard B. Russell national school lunch act, 42 U.S.C. 1751 et seq., excluding students who are only eligible through a school's community eligibility program;

(b) Resides with a family receiving assistance under the program of block grants to states for temporary assistance for needy families (TANF) established under part A of title IV of the social security act, 42 U.S.C. 601 et seq.;

(c) Is eligible to receive medical assistance under the medicaid program under title XIX of the social security act, 42 U.S.C. 1396 et seq.; or

(d) Is considered homeless for purposes of the federal McKinney-Vento homeless assistance act, 42 U.S.C. 11301 et seq.

(~~910~~) "Elementary grades" ~~or "elementary average daily attendance"~~ means and applies to students enrolled in grades 1 through 6, inclusive, or any combination thereof.

(~~1011~~) "Elementary schools" are schools that serve grades 1 through 6, inclusive, or any combination thereof.

(~~1112~~) "Elementary/secondary schools" are schools that serve grades 1 through 12, inclusive, or any combination thereof.

(~~1213~~) "English language learner" or "ELL" means a student who does not score proficient on the English language development assessment established by rule of the state board of education.

(~~1314~~) "Gifted and talented" shall have the same meaning as provided in section 33-2001(4), Idaho Code.

(~~1415~~) "Homebound student" means any student who would normally and regularly attend school, but is confined to home or hospital because of an illness or accident for a period of ten (10) or more consecutive days.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 3

(~~1516~~) "Instructional staff" means those who hold an Idaho certificate issued under section 33-1201, Idaho Code, and who are either involved in the direct instruction of a student or group of students or who serve in a mentor or teacher leader position for individuals who hold an Idaho certificate issued under section 33-1201, Idaho Code.

(~~1617~~) "Kindergarten" ~~or "kindergarten average daily attendance"~~ means and applies to all students enrolled in a school year, less than a school year, or summer kindergarten program.

(18) "Local education agency" means an Idaho school district or Idaho public charter school that has been established pursuant to chapter 52, title 33, Idaho code.

(~~1719~~) "Local salary schedule" means a compensation table adopted by a ~~school-district-local education agency~~ or public charter school, which table is used for determining moneys to be distributed for instructional staff and pupil service staff salaries. Minimum compensation provided under a local salary schedule shall be at least equal to thirty-eight thousand five hundred dollars (\$38,500) or, for staff holding a professional endorsement, forty-two thousand five hundred dollars (\$42,500).

(~~1820~~) "Measurable student achievement" means the measurement of student academic achievement or growth within a given interval of instruction for those students who have been enrolled in and attended eighty percent (80%) of the interval of instruction. Measures and targets shall be chosen at the school level in collaboration with the staff member impacted by the measures and applicable ~~district-local education agency~~ staff and approved by the school board. Measures and targets must also align with the performance measures and benchmarks in the continuous improvement plan described in section 33--320, Idaho Code. The most effective measures and targets are those generated as close to the actual work as possible. Targets may be based on grade or department level achievement or growth goals that create collaboration within groups. Individual measurable student achievement targets and the percentage of students meeting individual targets must be reported annually to the state. Assessment tools that may be used for measuring student achievement and growth include:

(a) Idaho standards achievement test (ISAT), including interim ISAT assessments;

(b) Student learning objectives;

(c) Teacher constructed assessments of student growth;

(d) Pre and posttests, including ~~district-local education agency~~ adopted tests;

(e) Performance based assessments;

(f) Idaho reading indicator, which will be one (1) of the required assessment tools for applicable staff;

(g) College entrance exams or preliminary college entrance exams such as PSAT, SAT, PACT, and ACT;

(h) Advanced placement exams;

(i) Career technical exams;

(j) Number of business or industry certificates or credentials earned by students in an approved career technical education program;

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 3

(k) Number of students completing career technical education capstone courses; and

(l) Number of students enrolled in career technical education courses that are part of a program that culminates with business or industry certificates or credentials.

(~~19~~21) "Performance criteria" means the standards specified for instructional staff and pupil service staff to demonstrate teaching proficiency for a given compensation rung. Each element of the professional compensation rung and advanced professional compensation rung performance criteria, as identified in this section and as applicable to a staff member's position, shall be documented, reported, and subject to review for determining movement on the career ladder.

(~~20~~22)(a) "Professional compensation rung performance criteria" means:

(i) An overall rating of proficient or higher, and no components rated as unsatisfactory, on the state framework for teaching evaluation; and

(ii) Demonstrating the majority of students have met measurable student achievement targets or student success indicator targets.

(b) "Advanced professional compensation rung performance criteria" means:

(i) An overall rating of proficient or higher, no components rated as unsatisfactory or basic, and rated as distinguished overall in domain two – classroom environment, or domain three – instruction and use of assessment, on the state framework for teaching evaluation or equivalent for pupil service staff; and

(ii) Demonstrating seventy-five percent (75%) or more of their students have met their measurable student achievement targets or student success indicator targets.

(~~21~~23) "Public school district" or "school district" or "district" means any public school district organized under the laws of this state, including specially chartered school districts.

(~~22~~24) "Pupil service staff" means those who provide services to students but are not involved in direct instruction of those students, and hold a pupil personnel services certificate.

(~~23~~25) "Secondary grades" ~~or "secondary average daily attendance"~~ means and applies to students enrolled in grades 7 through 12, inclusive, or any combination thereof.

(~~24~~26) "Secondary schools" are schools that serve grades 7 through 12, inclusive, or any combination thereof.

(~~25~~27) "Separate elementary school" means an elementary school located more than ten (10) miles on an all-weather road from both the nearest elementary school and elementary/secondary school serving like grades within the same school district and from the location of the office of the superintendent of schools of such district, or from the office of the chief administrative officer of such district if the district employs no superintendent of schools.

(~~26~~28) "Separate kindergarten" means a kindergarten located more than ten (10) miles on an all-weather road from both the nearest

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 3

kindergarten school within the same school district and from the location of the office of the superintendent of schools of such district, or from the office of the chief administrative officer of such district if the district employs no superintendent of schools.

(~~27~~29) "Separate secondary school" means any secondary school located more than fifteen (15) miles on an all-weather road from any other secondary school and elementary/secondary school serving like grades operated by the district.

(~~28~~30) "Special education" means specially designed instruction or speech/language therapy at no cost to the parent to meet the unique needs of a student who is a child with a disability, including instruction in the classroom, the home, hospitals, institutions, and other settings; instruction in physical education; speech therapy and language therapy; transition services; travel training; assistive technology services; and vocational education.

(~~29~~31) "Student success indicators" means measurable indicators of student achievement or growth, other than academic, within a predefined interval of time for a specified group of students. Measures and targets shall be chosen at the ~~district~~local education agency or school level in collaboration with the pupil service staff member impacted by the measures and applicable ~~district~~local education agency staff. Individual measurable student achievement targets and the percentage of students meeting each target must be reported annually to the state. Student success indicators include:

- (a) Quantifiable goals stated in a student's 504 plan or individualized education plan.
- (b) Quantifiable goals stated in a student's behavior improvement plan.
- (c) School or ~~district~~local education agency identified measurable student objectives for a specified student group or population.
- (d) The percentage of students who create student learning plans in grade 8 or who annually update their student learning plans thereafter.
- (e) The percentage of students who satisfactorily complete one (1) or more advanced opportunities options as identified in section 33-4602, Idaho Code, or who earn business or industry certificates or credentials. This indicator shall be one (1) of the required indicators for applicable staff.

(~~30~~32) "Support program" means the educational support program as described in section 33-1002, Idaho Code, the transportation support program described in section 33-1006, Idaho Code, and the exceptional education support program as described in section 33-1007, Idaho Code.

(~~31~~33) "Support unit" means a function of average ~~daily attendance~~full-time equivalent enrollment used in the calculations to determine financial support provided to the public school ~~districts~~local education agencies.

(~~32~~34) "Teacher" means any person employed in a teaching, instructional, supervisory, educational administrative or educational and scientific capacity in any ~~school district~~local education agency.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 3

In case of doubt, the state board of education shall determine whether any person employed requires certification as a teacher.

33-1002. EDUCATIONAL SUPPORT PROGRAM. The educational support program is calculated as follows:

(1) State Educational Support Funds. Add the state appropriation, including the moneys available in the public school income fund, together with all miscellaneous revenues to determine the total state funds.

(2) From the total state funds subtract the following amounts needed for state support of special programs provided by a ~~school district~~local education agency:

(a) Pupil tuition-equivalency allowances as provided in section 33-1002B, Idaho Code;

(b) Transportation support program as provided in section 33-1006, Idaho Code;

(c) Feasibility studies allowance as provided in section 33-1007A, Idaho Code;

(d) The approved costs for border district allowance, provided in section 33-1403, Idaho Code, as determined by the state superintendent of public instruction;

(e) The approved costs for exceptional child approved contract allowance, provided in subsection 2. of section 33-2004, Idaho Code, as determined by the state superintendent of public instruction;

(f) Salary-based apportionment calculated as provided in sections 33-1004 through 33-1004F, Idaho Code;

(g) Unemployment insurance benefit payments according to the provisions of section 72-1349A, Idaho Code;

(h) For expenditure as provided by the public school technology program;

(i) For employee severance payments as provided in section 33-521, Idaho Code;

(j) For distributions to the Idaho digital learning academy as provided in section 33-1020, Idaho Code;

(k) For charter school facilities funds and reimbursements paid pursuant to section 33-5208(5), Idaho Code;

(l) For an online course portal as provided for in section 33-1024, Idaho Code;

(m) For advanced opportunities as provided for in chapter 46, title 33, Idaho Code;

(n) For additional math and science courses for high school students as provided in section 33-1021, Idaho Code;

(o) For leadership premiums as provided in section 33-1004J, Idaho Code;

(p) For master teacher premiums as provided in section 33-1004I, Idaho Code;

(q) For the support of provisions that provide a safe environment conducive to student learning and maintain classroom discipline, an allocation of three hundred dollars (\$300) per support unit;

(r) An amount specified in the appropriation bill for the public schools educational support program for counseling support as provided for in section 33-1212A, Idaho Code, shall be distributed for grades 8 through 12 as follows:

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 3

- (i) For ~~school districts and public charter schools~~local education agencies with one hundred (100) or more students enrolled in grades 8 through 12, a pro rata distribution based on students enrolled in grades 8 through 12 or eighteen thousand dollars (\$18,000), whichever is greater;
- (ii) For ~~school districts and public charter schools~~local education agencies with fewer than one hundred (100) students enrolled in grades 8 through 12, one hundred eighty dollars (\$180) per student enrolled in grades 8 through 12 or nine thousand dollars (\$9,000), whichever is greater;
- (s) An amount specified in the public schools educational support program appropriation bill for literacy intervention pursuant to section 33-1616, Idaho Code, the disbursements made to the ~~school districts and public charter schools~~local education agencies in the aggregate shall not exceed the total amount appropriated for this purpose and shall be based on the actual costs of such intervention programs. ~~School districts and public charter schools~~Local education agencies shall be reimbursed in full or in pro rata based on the average number of students in kindergarten through grade 3 who score basic or below basic on the fall statewide reading assessment in the prior three (3) years;
- (t) For mastery-based education as provided for in section 33-1630, Idaho Code;
- (u) For pay for success contracting as provided in section 33-125B, Idaho Code; and
- (v) Any additional amounts as required by statute to effect administrative adjustments or as specifically required by the provisions of any bill of appropriation;
- to secure the total educational support distribution funds.
- (3) Average ~~Daily Attendance~~Full-time Equivalent Enrollment. The total state average ~~daily attendance~~full-time equivalent enrollment shall be the sum of the average ~~daily attendance~~full-time equivalent enrollment of all of the ~~school districts~~local education agencies of the state. The state board of education shall establish rules setting forth the procedure to determine average ~~daily attendance~~full-time equivalent enrollment and the time for, and method of, submission of such report. Average ~~daily attendance~~full-time equivalent enrollment calculation shall be carried out to the nearest hundredth. Computation of average ~~daily attendance~~full-time equivalent enrollment shall also be governed by the provisions of section 33-1003A, Idaho Code.
- (4) Support Units. The total state support units shall be determined by using the tables set out hereafter called computation of kindergarten support units, computation of elementary support units, computation of secondary support units, computation of exceptional education support units, and computation of alternative school support units. The sum of all of the total support units of all ~~school districts~~local education agencies of the state shall be the total state support units.

COMPUTATION OF KINDERGARTEN SUPPORT UNITS

Average Daily

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 3

Attendance <u>Enrollment</u>	Attendance <u>Enrollment</u> Divisor	Units Allowed
41 or more...	40.....	1 or more as computed
31 - 40.99 ADAFTE ...	-.....	1
26 - 30.99 ADAFTE ...	-.....	.85
21 - 25.99 ADAFTE ...	-.....	.75
16 - 20.99 ADAFTE ...	-.....	.6
8 - 15.99 ADAFTE ...	-.....	.5
1 - 7.99 ADAFTE ...	-.....	count as elementary
COMPUTATION OF ELEMENTARY SUPPORT UNITS		
Average Daily		Minimum Units
Attendance <u>Enrollment</u>	Attendance <u>Enrollment</u> Divisor	Allowed
300 or more ADAFTE.....	.....	.. 15
	..23...grades 4,5 & 6...	
	..22...grades 1,2 & 3...1994-95	
	..21...grades 1,2 & 3...1995-96	
	..20...grades 1,2 & 3...1996-97	
	and each year thereafter.	
	20	
160 to 299.99 ADAFTE...	.....	8.4
	19	
110 to 159.99 ADAFTE...	.....	6.8
	16	
71.1 to 109.99 ADAFTE...	.....	4.7
51.7 to 71.0 ADAFTE ...		4.0

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 3

	15	.....
33.6 to 51.6 ADAFTE ...	13	.....	2.8
16.6 to 33.5 ADAFTE ...	12	.....	1.4
1.0 to 16.5 ADAFTE ...	n/a	.....	1.0

COMPUTATION OF SECONDARY SUPPORT UNITS

Average DailyFull- time Equivalent		Minimum Units
AttendanceEnrollment AttendanceEnrollment	Divisor	Allowed
750 or more...	18.5	47
400 - 749.99 ADAFTE ...	16	28
300 - 399.99 ADAFTE ...	14.5	22
200 - 299.99 ADAFTE ...	13.5	17
100 - 199.99 ADAFTE ...	12	9
99.99 or fewer	Units allowed as follows:	
Grades 7-12	.....	8
Grades 9-12	.....	6
Grades 7- 9	.....	1 per 14 ADAFTE

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 3

Grades 7- 8	1 per 16 ADA <u>FTE</u>
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COMPUTATION OF EXCEPTIONAL EDUCATION SUPPORT UNITS

Average Daily <u>Full-time Equivalent</u>		Minimum Units
Attendance <u>Enrollment</u>	Attendance <u>Enrollment</u> Divisor	Allowed
14 or more...	14.5	1 or more as computed
12 - 13.99...	-	1
8 - 11.99...	- .....	.75
4 - 7.99...	- .....	.5
1 - 3.99...	- .....	.25

COMPUTATION OF ALTERNATIVE SCHOOL SUPPORT UNITS

(Computation of alternative school support units shall include grades 6 through 12)

Pupils in Attendance <u>Average Full-time Equivalent Enrollment</u>	Attendance <u>Enrollment</u> Divisor	Minimum Units
		Allowed
12 or more.....	12	1 or more as Computed

In applying these tables to any given separate attendance unit, no school district shall receive less total money than it would receive if it had a lesser average ~~daily attendance~~full-time equivalent enrollment in such separate attendance unit. In applying the kindergarten table to a kindergarten program of fewer days than a full school year, the support unit

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 3

allowance shall be in ratio to the number of days of a full school year. The attendance or enrollment of students attending an alternative school in a school district reporting fewer than one hundred (100) secondary students in average ~~daily attendance~~full-time equivalent enrollment shall not be assigned to the alternative table if the student is from a school district reporting fewer than one hundred (100) secondary students in average ~~daily attendance~~full-time equivalent enrollment, but shall instead be assigned to the secondary table of the school district in which they are attending the alternative school, unless the alternative school in question serves students from multiple districts reporting fewer than one hundred (100) secondary students in average ~~daily attendance~~full-time equivalent enrollment. The tables for exceptional education and alternative school support units shall be applicable only for programs approved by the state department of education following rules established by the state board of education. Moneys generated from computation of support units for alternative schools shall be utilized for alternative school programs. School district administrative and facility costs may be included as part of the alternative school expenditures.

(5) State Distribution Factor per Support Unit. Divide educational support program distribution funds, after subtracting the amounts necessary to pay the obligations specified in subsection (2) of this section, by the total state support units to secure the state distribution factor per support unit.

(6) District Support Units. The number of support units for each school district in the state shall be determined as follows:

- (a) (i) Divide the actual average ~~daily attendance~~full-time equivalent enrollment, excluding students approved for inclusion in the exceptional child educational program, for the administrative schools and each of the separate schools and attendance units by the appropriate divisor from the tables of support units in this section, then add the quotients to obtain the district's support units allowance for regular students, kindergarten through grade 12 including alternative school students. Calculations in application of this subsection shall be carried out to the nearest hundredth.
- (ii) Divide the combined totals of the average ~~daily attendance~~full-time equivalent enrollment of all preschool, kindergarten, elementary, secondary, juvenile detention center students and students with disabilities approved for inclusion in the exceptional child program of the district by the appropriate divisor from the table for computation of exceptional education support units to obtain the number of support units allowed for the district's approved exceptional child program. Calculations for this subsection shall be carried out to the nearest hundredth when more than one (1) unit is allowed.
- (iii) The total number of support units of the district shall be the sum of the total support units for regular students, subparagraph (i) of this paragraph, and the support units allowance for the approved exceptional child program, subparagraph (ii) of this paragraph.

(b) Total District Allowance Educational Program. Multiply the district's total number of support units, carried out to the nearest hundredth, by the state distribution factor per support unit and to this product add the approved amount of programs of the district

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 3

provided in subsection (2) of this section to secure the district's total allowance for the educational support program.

(c) District Share. The district's share of state apportionment is the amount of the total district allowance, paragraph (b) of this subsection.

(d) Adjustment of District Share. The contract salary of every noncertificated teacher shall be subtracted from the district's share as calculated from the provisions of paragraph (c) of this subsection.

(7) Property Tax Computation Ratio. In order to receive state funds pursuant to this section, a charter district shall utilize a school maintenance and operation property tax computation ratio for the purpose of calculating its maintenance and operation levy that is no greater than that which it utilized in tax year 1994, less four-tenths of one percent (.4%). As used herein, the term "property tax computation ratio" shall mean a ratio determined by dividing the district's certified property tax maintenance and operation budget by the actual or adjusted market value for assessment purposes as such values existed on December 31, 1993. Such maintenance and operation levy shall be based on the property tax computation ratio multiplied by the actual or adjusted market value for assessment purposes as such values existed on December 31 of the prior calendar year.

33-1002B. PUPIL TUITION-EQUIVALENCY ALLOWANCES. ~~1-(1)~~ Districts which educate pupils placed by Idaho court order in licensed homes, agencies, institutions or juvenile detention facilities shall be eligible for an allowance equivalent to forty-two percent (42%) of the previous year's gross per pupil cost calculated on a daily basis. This district allowance shall be in addition to support unit funding and included in district apportionment payments, subject to approval of district applications by the state superintendent of public instruction.

~~2-(2)~~ Districts which educate pupils placed by Idaho court order in a juvenile detention facility with a summer school program shall be eligible for an allowance equivalent to one-half (1/2) of forty-two percent (42%) of the previous year's gross per pupil cost calculated on a daily basis. This district allowance shall be in addition to support unit funding and included in district apportionment payments, subject to approval of district applications by the state superintendent of public instruction.

~~3-(3)~~ Districts which educate school age special education students who, due to the nature and severity of their disabilities, are residing in licensed public or private residential facilities or homes, and whose parents are not patrons of the district, shall be eligible for an allowance equivalent to forty-two percent (42%) of the previous year's gross per pupil cost per child plus the excess cost rate that is annually determined by the state superintendent of public instruction. This district allowance shall be in addition to exceptional education support unit funding and included in district apportionment payments, subject to approval of district applications by the state superintendent of public instruction.

~~4-(4)~~ For school age special education students from outside the state of Idaho who, due to the nature and severity of their disabilities, are residing in licensed public or private residential

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 3

facilities within the state of Idaho, the local school district shall provide education services to such students if requested by the licensed public or private residential facility, provided that the local school district has been given the opportunity to provide input on any federally required education plans for any such students. A local school district providing education services for such students shall sign a contract with any such licensed public or private residential facilities, which contract shall delineate the education services to be provided by the local school district and the amount to be paid by the licensed public or private residential facility. The amount paid shall be equal to the local school district's full cost of providing the education services delineated by the contract, as determined by the local school district. Such students shall be excluded from all average ~~daily-attendance~~full-time equivalent enrollment and other reports provided to the state that would result in the distribution of state funding to the local school district.

~~5-(5)~~ For school age nonspecial education students from outside the state of Idaho who are residing in licensed public or private residential facilities within the state of Idaho, the local school district may provide education services to such students if requested by the licensed public or private residential facility. A local school district providing education services for such students shall sign a contract with any such licensed public or private residential facilities, which contract shall delineate the education services to be provided by the local school district and the amount to be paid by the licensed public or private residential facility. The amount paid shall be equal to the local school district's full cost of providing the education services delineated by the contract, as determined by the local school district. Such students shall be excluded from all average ~~daily-attendance~~full-time equivalent enrollment and other reports provided to the state that would result in the distribution of state funding to the local school district.

33-1002C. ALTERNATIVE SUMMER AND ALTERNATIVE NIGHT SCHOOL PROGRAM SUPPORT UNITS - ALTERNATIVE SCHOOL - JUVENILE DETENTION FACILITY. (1) Alternative summer or alternative night school programs of not less than two hundred twenty-five (225) hours of instruction, which shall be included in the educational support units calculated as provided in section 33-1002, Idaho Code, may be established as approved by the state board of education. The average ~~daily-attendance~~full-time equivalent enrollment divided by forty (40) shall determine the number of allowable support units which shall be included in the alternative school support units calculated for the ~~school district~~local education agency for the succeeding school term.

(2) For any alternative school designated pursuant to section 46-805, Idaho Code, full-term average ~~daily-attendance~~full-time equivalent enrollment shall be used to calculate support units for each cohort of students that meets the minimum instructional hours requirement provided for in section 33-512, Idaho Code. The support units so calculated shall be used for all state funding formulas in which support units are used.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 3

(3) Districts that educate pupils placed by court order in a juvenile detention facility may establish a summer or night school program that shall be included in the educational support units calculated as provided in section 33-1002, Idaho Code. The average ~~daily attendance~~full-time equivalent enrollment divided by forty (40) shall determine the number of allowable support units that shall be included in the exceptional education school support units calculated for the school district for the succeeding school term.

(4) Average ~~daily attendance~~full-time equivalent enrollment and the support units generated by this section shall not be included in or subject to the provisions of section 33-1003, Idaho Code, and shall be included as an addition to any other support units generated pursuant to Idaho Code.

33-1003. SPECIAL APPLICATION OF EDUCATIONAL SUPPORT PROGRAM. (1) Decrease in Average ~~Daily Attendance~~Full-time Equivalent Enrollment. – For any school district that has a decrease in total average ~~daily attendance~~full-time equivalent enrollment of three percent (3%) or more of its average ~~daily attendance~~full-time equivalent enrollment in the current school year from the total average ~~daily attendance~~full-time equivalent enrollment used for determining the allowance in the educational support program for the prior school year, the allowance of funds from the educational support program may be based on the average ~~daily attendance~~full-time equivalent enrollment of the prior school year, less three percent (3%). When this provision is applied, the decrease in average ~~daily attendance~~full-time equivalent enrollment shall be proportionately distributed among the various categories of support units that are appropriate for the district. After applying the provisions of this subsection, the state department of education shall calculate the percentage of additional statewide support units to total statewide support units and shall then reduce each school district's support units by this uniform percentage. The provisions of this subsection shall not apply to public charter schools.

(2) Application of Support Program to Separate Schools/Attendance Units in District.

(a) Separate Elementary School. – Any separate elementary school shall be allowed to participate in the educational support program as though the school were the only elementary school operated by the district.

(b) Hardship Elementary School. – Upon application of the board of trustees of a school district, the state board of education is empowered to determine that a given elementary school or elementary schools within the school district, not otherwise qualifying, are entitled to be counted as a separate elementary school as defined in section 33-1001, Idaho Code, when, in the discretion of the state board of education, special conditions exist warranting the retention of the school as a separate attendance unit and the retention results in a substantial increase in cost per pupil in average ~~daily attendance~~full-time equivalent enrollment above the average cost per pupil in average

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 3

~~daily attendance~~full-time equivalent enrollment of the remainder of the district's elementary grade school pupils. An elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the state board of education.

(c) Separate Secondary School. - Any separate secondary school shall be allowed to participate in the educational support program as though the school were the only secondary school operated by the district.

(d) Elementary/Secondary School Attendance Units. - Elementary grades in an elementary/secondary school will be funded as a separate attendance unit if all elementary grades served are located more than ten (10) miles distance by an all-weather road from both the nearest like elementary grades within the same school district and from the location of the office of the superintendent of schools of such district, or from the office of the chief administrative officer of such district if the district employs no superintendent of schools. Secondary grades in an elementary/secondary school will be funded as a separate attendance unit if all secondary grades served are located more than fifteen (15) miles by an all-weather road from the nearest like secondary grades operated by the district.

(e) Hardship Secondary School. - Any district that operated two (2) secondary schools separated by less than fifteen (15) miles, but which district was created through consolidation subsequent to legislative action pursuant to chapter 111, laws of 1947, and which school buildings were constructed prior to 1935, shall be entitled to count the schools as separate attendance units.

(f) Minimum Pupils Required. - Any elementary school having less than ten (10) pupils in average ~~daily attendance~~full-time equivalent enrollment 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.

(3) Remote Schools. - The board of trustees of any Idaho school district that operates and maintains a school that is remote and isolated from the other schools of the state because of geographical or topographical conditions may petition the state board of education to recognize and approve the school as a remote and necessary school. The petition shall be in form and content approved by the state board of education and shall provide such information as the state board of education may require. Petitions for the recognition of a school as a remote and necessary school shall be filed annually at least ninety (90) days prior to the date of the regular June meeting of the board of trustees.

Within forty-five (45) days after the receipt of a petition for the recognition of a remote and necessary school, the state board of education shall either approve or disapprove the petition and notify the board of trustees of its decision. Schools that the state board of education approves as being necessary and remote shall be allowed adequate funding within the support program for an acceptable

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 3

educational program for the students of the school. In the case of a remote and necessary secondary school, grades 7-12, the educational program shall be deemed acceptable when, in the opinion of the state board of education, the accreditation standard relating to staff size, established in accordance with the provisions of section 33-119, Idaho Code, has been met. The final determination of an acceptable program and adequate funding in the case of a remote and necessary elementary school shall be made by the state board of education.

(4) Support Program When District Boundaries are Changed.

(a) In new districts formed by the division of a district, the support program computed for the district, divided in its last year of operation, shall be apportioned to the new districts created by the division in the proportion that the average ~~daily attendance~~full-time equivalent enrollment of pupils, elementary and secondary combined, residing in the area of each new district so created, is to the average ~~daily attendance~~full-time equivalent enrollment of all pupils, elementary and secondary combined, in the district divided in its last year of operation before the division.

(b) When boundaries of districts are changed by excision or annexation of territory, the support program of any district from which territory is excised for the last year of operation before such excision shall be divided, and apportioned among the districts involved, as prescribed in paragraph (a) of this subsection.

(c) In new districts formed by consolidation of former districts after January 1, 2007, the support program allowance, for a seven (7) year period following the formation of the new district, shall not be less than the combined support program allowances of the component districts in the last year of operation before consolidation. After the expiration of this period, the state department of education shall annually calculate the number of support units that would have been generated had the previous school districts not consolidated. All applicable state funding to the consolidated district shall then be provided based on a support unit number that is halfway between this figure and the actual support units, provided that it cannot be less than the actual support units.

33-1003A. CALCULATION OF AVERAGE ~~DAILY ATTENDANCE~~FULL-TIME EQUIVALENT ENROLLMENT. In computing the average ~~daily attendance~~full-time equivalent enrollment the entire school year shall be used except that the ~~twenty-eight (28) weeks~~three (3) reporting periods having the highest average ~~daily attendance~~full-time equivalent enrollment, not necessarily consecutive, may be used. When a school is closed, or if a school remains open but attendance is significantly reduced because of storm, flood, failure of the heating plant, loss or damage to the school building, quarantine or order of any city, county or state health agency, or for reason believed by the board of trustees to be in the best interests of the health, safety or welfare of the pupils, the board of trustees having certified to the state department of

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 3

education the cause and duration of such closure or impacted attendance, the average ~~daily attendance~~full-time equivalent enrollment for such ~~day or days of closure or impacted attendance~~reporting periods shall be considered as being the same as for the days when the school actually was in session or when attendance was not impacted. A decision by the state department to disallow such a consideration shall be subject to appeal to the state board of education.

For illness or accident that necessitates an absence from school for more than ten (10) consecutive school days, the ~~school district~~local education agency may include homebound students in its total attendance, provided that academic instruction has been given by appropriate certified professional staff employed by the ~~district~~local education agency.

33-1003C. SPECIAL APPLICATION - TECHNOLOGICAL INSTRUCTION - BLENDED LEARNING. In order to acquire and maintain technology for individualized computer, ~~and/or~~ distance learning, or blended learning programs, a ~~school district~~local education agency may use students' documented contact hours on individualized computer education or distance learning programs in determining the ~~district~~local education agency's average ~~daily attendance~~full-time equivalent enrollment, whether the student is actually in the computer lab or distance learning center, or has logged on to the computer from another location. On-line or distance education courses instructional time shall be based on the identified in-person instructional time when a local education agency offers a course in-person and online or through a distance learning formal. A ~~district~~local education agency's technology instruction or blended learning programs shall be subject to the following provisions:

(1) The certification requirements for an alternative school using the individualized computer education or distance learning program may be met by having a properly certificated teacher available on a consultant tutorial basis. The consultant tutors will be available by telephone, fax, e-mail, or in person at the school site on a daily basis.

(2) ~~Districts~~Local education agencies claiming average ~~daily attendance~~full-time equivalent enrollment pursuant to this section shall submit annual evaluations of the program to the state board of education.

(3) ~~Districts~~Local education agencies may offer individualized computer education, ~~or~~ distance learning programs, or blended learning programs on a calendar which may differ from the rest of the ~~district~~local education agency's instruction, but in no case may a ~~district~~local education agency claim more average ~~daily attendance~~full-time equivalent enrollment for a student than the full-time equivalency of a regular term of attendance for a single student.

(4) Nonalternative ~~high~~-school students may participate in a local education agencies online or blended learning program or may receive individualized computer education or distance learning instruction and credit through an alternative school site program.

33-1006. TRANSPORTATION SUPPORT PROGRAM. (1) The state board of education shall determine what costs of transporting pupils, including maintenance, operation and depreciation of basic vehicles, insurance, payments under contract with other public transportation providers whose vehicles used to transport pupils comply with federal transit administration regulations, "bus testing," 49 CFR part 665, and any revision thereto, as provided in subsection (4)(d) of this section, or other state department of education-approved private transportation providers, salaries of drivers, and any other costs, shall be allowable in computing the transportation support program of school districts.

(2) Any costs associated with the addition of vehicle features that are not part of the basic vehicle shall not be allowable in computing the transportation support program of school districts. A basic vehicle is hereby defined as the cost of the vehicle without optional features, plus the addition of essential safety features and features necessary for the transportation of pupils with disabilities.

(3) Each school district shall maintain records and make reports as are required for the purposes of this section.

(4) The transportation support program of a school district shall be based upon the allowable costs of:

(a) Transporting public school pupils one and one-half (1 1/2) miles or more to school;

(b) Transporting pupils less than one and one-half (1 1/2) miles as provided in section [33-1501](#), Idaho Code, when approved by the state board of education;

(c) Payments when transportation is not furnished, as provided in section [33-1503](#), Idaho Code;

(d) The transportation program for grades 6-12, upon the costs of payments pursuant to a contract with other public or private transportation providers entered into as provided in section [33-1510](#), Idaho Code, if the school district establishes that the reimbursable costs of transportation under the contract are equal to or less than the costs for school buses;

(e) The employer's share of contributions to the public employee retirement system and to social security; and

(f) Providing transportation to and from approved school activities as may be approved by the rules of the state board of education.

(5) The state's share of the transportation support program shall be fifty percent (50%) of reimbursable transportation costs of the district incurred during the immediately preceding state fiscal year, except for the cost of state department of education training and fee assessments and bus depreciation and maintenance, for which the state's share shall be eighty-five percent (85%) of such costs. For school districts that contract for pupil transportation services, the state's share shall be the average state share of costs for district-run operations, based on the statewide total of such costs. Provided however, that the reimbursable costs for any school district shall not exceed one hundred three percent (103%) of the statewide average reimbursable cost per mile or the state average reimbursable

cost per student rider, whichever is more advantageous to the school district. If a school district's costs exceed the one hundred three percent (103%) limit when computed by the more advantageous of the two (2) methods, that school district shall be reimbursed at the appropriate percentage designated by this subsection, multiplied by the maximum limit for whichever method is more favorable to the school district. A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less than the percentile limit requested by the school district. However, the percentage increase in the one hundred three percent (103%) cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run, pursuant to this subsection. Any costs above the new level established by the state board of education shall not be reimbursed. Such a change shall only be granted by the state board of education for hardship bus runs. To qualify as a hardship bus run, such bus run shall meet at least two (2) of the following criteria:

- (a) The number of student riders per mile is less than fifty percent (50%) of the statewide average number of student riders per mile;
- (b) Less than a majority of the miles on the bus run are by paved surface, concrete or asphalt road;
- (c) Over ten percent (10%) of the miles driven on the bus run are a five percent (5%) slope or greater.
- (6) Beginning on July 1, 2005, any eligible home-based public virtual school may claim transportation reimbursement for the prior fiscal year's cost of providing educational services to students. In order to be eligible, such a school shall have at least one (1) average daily attendance full-time equivalent enrollment divisor, pursuant to section 33-1002, Idaho Code, that is greater than the median divisor shown for any category of pupils, among the actual divisors listed. For the purposes of paragraphs (a), (b) and (c) of this subsection (6), "education provider" means the home-based public virtual school or an entity that has legally contracted with the home-based public virtual school to supply education services. Reimbursable costs shall be limited to the costs of:

- (a) Providing an internet connection service between the student and the education provider, not including the cost of telephone service;
- (b) Providing electronic and computer equipment used by the student to transmit educational material between the student and the education provider;
- (c) Providing a toll-free telephone service for students to communicate with the education provider;
- (d) Providing education-related, face-to-face visits by representatives of the home-based public virtual school, with

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 3

such reimbursements limited to the mileage costs set for state employee travel by the state board of examiners; and

(e) Any actual pupil transportation costs that would be reimbursable if claimed by a school district.

The total reimbursement for such home-based public virtual schools shall be exempt from the statewide average cost per mile limitations of this section. The state's share of reimbursable costs shall be eighty-five percent (85%), subject to the statewide cost per student rider provisions of this section. For the purposes of such home-based public virtual school, the number of student riders shall be the same as the number of pupils in average ~~daily attendance~~full-time equivalent enrollment.

(7) The state department of education shall calculate the amount of state funds lost in fiscal year 2010 by each school district as a result of the decrease in the state reimbursement from eighty-five percent (85%) to fifty percent (50%) of certain eligible costs, including the reduction calculated for districts that contract for pupil transportation services, and excluding any reductions made due to the limitation on reimbursable expenses, all pursuant to subsection (5) of this section. The amount so calculated shall be distributed to each school district in fiscal year 2010. For each fiscal year thereafter, the amount distributed pursuant to this subsection (7) for each school district shall be determined as follows:

(a) Divide the amount distributed to the district pursuant to this subsection (7) in fiscal year 2010 by the district's support units for fiscal year 2010;

(b) Multiply the result of the calculation found in subsection (7)(a) of this section by the number of support units in the current fiscal year;

(c) Determine the percentage change in statewide transportation reimbursements as provided for in subsection (5) of this section since fiscal year 2010;

(d) Determine the percentage change in statewide student enrollment since fiscal year 2010;

(e) Subtract the result of the calculation found in subsection (7)(d) of this section from the result of the calculation found in subsection (7)(c) of this section;

(f) Adjust the result of the calculation found in subsection (7)(b) of this section by the percentage result from subsection (7)(e) of this section.

For school districts divided after fiscal year 2010, the calculation in subsection (7)(a) of this section shall still be based on the fiscal year 2010 figures for the formerly consolidated district. For public charter schools beginning operations on or after July 1, 2009, all calculations in this subsection (7) that are based on fiscal year 2010 shall instead be based on the public charter school's first fiscal year of operations. For the purposes of this subsection (7), the support units used shall be the number used for calculating salary-based apportionment. Funds distributed pursuant to this subsection (7) shall be used to defray the cost of pupil transportation. If the amount distributed is in excess of a school district's actual pupil

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 3

transportation costs, less any state reimbursements provided by subsection (5) of this section, the excess funds may be used at the school district's discretion.

(8) The total moneys paid to school districts and public charter schools for eligible transportation costs shall be reduced by a proportionate amount to equal seven million five hundred thousand dollars (\$7,500,000) and shall be used as discretionary spending.

33-1009. PAYMENTS FROM THE PUBLIC SCHOOL INCOME FUND.

~~1-(1)~~ ~~a-(a)~~ Payments of the state general account appropriation for public school support shall be made each year by the state department of education to the public school districts of the state in four (4) payments. Payments to the districts shall be made not later than the fifteenth day of August, the fifteenth day of November, the fifteenth day of February, and the fifteenth day of May each year. The first payment by the state department of education shall be approximately fifty percent (50%) of the total general account appropriation for the fiscal year, while the second and third payments shall be approximately twenty percent (20%) each, and the fourth payment approximately ten percent (10%) respectively, except as provided for in section 33-5209C, Idaho Code. Amounts apportioned due to a special transfer to the public school income fund to restore or reduce a deficiency in the prior year's transfer pursuant to subsection 4. of this section shall not be subject to this limitation.

~~b-(b)~~ Payments of moneys, other than the state general account appropriation, that accrue to the public school income fund shall be made by the state department of education to the school districts of the state on the fifteenth day of November, February, May and July each year. The total amount of such payments shall be determined by the state department of education and shall not exceed the amount of moneys available and on deposit in the public school income fund at the time such payment is made.

~~e-(c)~~ Amounts apportioned due to a special transfer to the public school income fund to restore or reduce a deficiency in the prior year's transfer pursuant to subsection 4. of this section shall not be subject to the limitation imposed by paragraphs a. and b. of this subsection.

~~2-(2)~~ Payments made to the school districts in August and November are advance payments for the current year and may be based upon payments from the public school income fund for the preceding school year. Each school district may receive its proportionate share of the advance payments in the same ratio that its total payment for the preceding year was to the total payments to all school districts for the preceding year.

~~3-(3)~~ No later than the fifteenth day of February in each year, the state department of education shall compute the state distribution factor based on the total average ~~daily attendance~~ full-time equivalent enrollment through the first Friday in November. The factor will be used in payments of state funds in February and May. Attendance shall be reported in a format and at a time specified by the state ~~department~~ board of education or its delegate.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 3

As of the thirtieth day of June of each year the state department of education shall determine final payments to be made on July fifteenth next succeeding to the several school districts from the public school income fund for the school year ended June 30. The July payments shall take into consideration:

~~a.~~(a) The average ~~daily attendance~~full-time equivalent enrollment of the several school districts for the twenty-eight (28) best weeks of the school year completed not later than the thirtieth of June;

~~b.~~(b) All funds available in the public school income fund for the fiscal year ending on the thirtieth of June;

~~c.~~(c) All payments distributed for the current fiscal year to the several school districts;

~~d.~~(d) The adjustment based on the actual amount of discretionary funds per support unit required by the provisions of section 33-1018, Idaho Code;

~~e.~~(e) Payments made or due for the transportation support program and the exceptional education support program. The state department of education shall apportion and direct the payment to the several school districts the moneys in the public school income fund in each year, taking into account the advance made under subsection 2. of this section, in such amounts as will provide in full for each district its support program, and not more than therefor required, and no school district shall receive less than fifty dollars (\$50.00).

~~4.~~(4) If the full amount appropriated to the public school income fund from the general account by the legislature is not transferred to the public school income fund by the end of the fiscal year, the deficiency resulting therefrom shall either be restored or reduced through a special transfer from the general account in the first sixty (60) days of the following fiscal year, or shall be calculated in computing district levies, and any additional levy shall be certified by the state superintendent of public instruction to the board of county commissioners and added to the district's maintenance and operation levy. If the deficiency is restored or reduced by special transfer, the amount so transferred shall be in addition to the amount appropriated to be transferred in such following fiscal year and shall be apportioned to each school district in the same amount as each would have received had the transfer been made in the year the deficiency occurred. The state department of education shall distribute to the school district the full amount of the special transfer as soon as practical after such transfer is made. In making the levy computations required by this subsection the state department of education shall take into account and consider the full amount of money receipted into the public school income fund from all sources for the given fiscal year. Deficits in the transfer of the appropriated amount of general account revenue to the public school income fund shall be reduced by the amount, if any, that the total amount receipted from other sources into the public school income fund exceeds the official estimated amount from those sources. The official estimate of receipts from other sources shall be the total amount stated by the

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 3

legislature in the appropriation bill. The provisions of this subsection shall not apply to any transfers to or from the public education stabilization fund.

~~5-(5)~~ Any apportionments in any year, made to any school district, which may within the succeeding ~~three (3) fiscal year period~~ be found to have been in error either of computation or transmittal, may be corrected during the ~~three (3) fiscal year period~~ by reduction of apportionments to any school district to which over-apportionments may have been made or received, and corresponding additions to apportionments to any school district to which under-apportionments may have been made or received.

33-1027. STUDENT ENROLLMENT COUNTS AND RULEMAKING. The state board of education shall promulgate rules that set forth the procedures for determining student enrollment counts by school, school district, and statewide, and the process for reporting such counts. Such rules shall be consistent with the following:

(1) Full-time enrollment (FTE) shall be based on enrollment in any school district or public charter school;

(2) A student shall not exceed a total of one (1.0) unweighted FTE in a single school year, except as provided in subsection (4) of this section;

(3) A kindergarten student shall not exceed a total of one-half (0.5) unweighted enrollment in a single school year;

(4) A student attending a summer school or night school program shall not exceed a total of one-fourth (0.25) unweighted enrollment. Such student may be counted pursuant to both this subsection and subsection (2) of this section;

(5) A fractional enrollment count schedule shall be specified for any student enrolled less than one (1.0) FTE in a given school district or public charter school;

(6) FTE is based on the courses a student is enrolled in at the time of the official count, as specified in board rule, except that a student may be counted as enrolled if the term for which such student is enrolled begins after the time of the official count;

(7) Each school district or public charter school shall conduct an official count of enrolled students in the district or school on the first day of October, the first day of December, the first day of February, and the first day of April, or the previous school day if those dates do not fall on a school day; and

(8) A school district or public charter school may not count as enrolled any student who has unexcused absences totaling eleven (11) or more consecutive school days immediately prior to and including the official count date.

33-1028. REPORTS TO STATE BOARD — REPORT TO LEGISLATURE.
~~[EFFECTIVE UNTIL JULY 1, 2022]~~ (1) By December 15 each year, each school district and public charter school shall report to the state board of education or to the board's designee the following information:

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 3

- (a) Total student enrollment as of October 1 and December 1 in the year the report is made, or the previous school day if those dates do not fall on a school day;
 - (b) The number of at-risk students in the school district or at the public charter school as of October 1 and December 1 in the year the report is made, or the previous school day if those dates do not fall on a school day, and the number of at-risk students:
 - (i) By grade; and
 - (ii) Enrolled in an alternative school;
 - (c) The number of economically disadvantaged students in the school district or at the public charter school as of October 1 and December 1 in the year the report is made, or the previous school day if those dates do not fall on a school day, and the number of students who qualify as economically disadvantaged by grade;
 - (d) The number of English language learners in the school district or at the public charter school as of October 1 and December 1 in the year the report is made, or the previous school day if those dates do not fall on a school day, and the number of English language learners per grade;
 - (e) The number of gifted and talented students in the school district or at the public charter school as of October 1 and December 1 in the year the report is made, or the previous school day if those dates do not fall on a school day, and the number of gifted and talented students per grade; and
 - (f) The local salary schedule for the school district or public charter school in effect for the school year prior to the year the report is made.
- (2) Beginning in 2020, a school district or public charter school shall include, in the report made pursuant to subsection (1) of this section, the following information for the fiscal year prior to the fiscal year in which the report is made:
- (a) The amounts received by the school district or public charter school for each statutory program line item distribution, other program line item distribution, and discretionary funds distribution specified in the state appropriation for public school support; and
 - (b) The actual expenditures by the school district or public charter school for each such line item distribution and discretionary funds distribution, unless information on the actual expenditures by district or school for a distribution is submitted to the state pursuant to another law or rule.
- (3) By January 15 each year, the state board of education shall report to the senate and house of representatives education committees and the joint finance-appropriations committee on the information received pursuant to subsection (1) of this section. The state board's report shall include such information for each individual school district and public charter school and shall also summarize the information in aggregate statewide. The state board's report shall

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 3

further include allocations made for each cell of the career ladder pursuant to section 33-1004B, Idaho Code.

3. Rural Teacher Incentive Program

SECTION 1. That Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a NEW CHAPTER, to be known and designated as Chapter 65, Title 33, Idaho Code, and to read as follows:

CHAPTER 65
RURAL AND UNDERSERVED EDUCATOR INCENTIVE PROGRAM

33-6501. RURAL AND UNDERSERVED EDUCATOR INCENTIVE PROGRAM. A rural and underserved educator incentive program as set forth in this chapter shall be administered by the state board of education. The program shall provide for the direct repayment of educational loans of eligible educators or the reimbursement of eligible educational expenses. The state board of education may promulgate rules to implement the provisions of this chapter.

33-6502. DEFINITIONS. As used in this chapter: (1) "Educational loans" means all loans made pursuant to a federal loan program, except federal parent loans for undergraduate students (PLUS), as provided in 20 U.S.C. 1078-2.

(2) "Federal loan program" means educational loans authorized by 20 U.S.C. 1071 et seq., 20 U.S.C. 1087a et seq., and 20 U.S.C. 1087aa et seq.

(3) "Rural and Underserved Educator" means a full-time, standard certificated individual employed as an instructional or pupil service employee in an eligible Idaho school district or at an eligible public charter school.

33-6503. CRITICAL QUALITY EDUCATOR SHORTAGES. (1) The state board of education shall identify specific schools that are impacted by critical quality educator shortages using the following criteria:

(a) Rural isolation of the school pursuant to section 33-319, Idaho Code; or

(b) Economic disadvantage of the school based on eligibility for funds under title I, part A of the federal elementary and secondary education act, as amended.

(2) Rural and underserved educators who are employed at schools identified in subsection (1) of this section are eligible for repayment of all or part of any such educator's outstanding educational loans existing at the time of application in accordance with the eligibility and award criteria established in this chapter up to the amount specified in section 33-6504, Idaho Code, or eligible educational cost established by the state board of education and in rules promulgated by the state board of education.

33-6504. LOAN REPAYMENT ASSISTANCE -- ELIGIBILITY AND AWARD CRITERIA. (1) Loan repayment assistance may be provided on behalf of a rural and underserved educator who:

(a) Is employed in a school identified pursuant to section 33-6503, Idaho Code;

(b) Has a signed contract with such school; and

(c) Has an educational loan that is not in default and that has a minimum unpaid current balance of at least one thousand dollars (\$1,000) at the time of application or eligible educational expenses.

(2) In order to qualify for loan repayment assistance under this chapter, a quality educator shall submit an application to the state board of education. The application shall include official verification or proof of the applicant's total unpaid accumulated educational loan debt and any other documentation as required by the state board for verification of the applicant's eligibility.

(3) A rural and underserved educator is eligible for loan repayment assistance for up to four (4) years, provided that the educator remains employed at the same school or by the same school district. The state board may remit payment of the loan on behalf of the quality educator in accordance with the requirements of this chapter and rules promulgated by the state board.

(4) The total incentive award shall be:

- (a) One thousand five hundred dollars (\$1,500) for the first year;
- (b) Two thousand five hundred dollars (\$2,500) for the second year;
- (c) Three thousand five hundred dollars (\$3,500) for the third year; and
- (d) Four thousand five hundred dollars (\$4,500) for the fourth year.

33-6505. AWARD PROTOCOLS -- CONSTRUCTION. (1) The state board of education may promulgate rules to establish protocols for determining the number of incentive awards that will be made annually based on available appropriations for the program.

(2) The state board of education shall define the criteria for determining the schools that are most impacted by quality educator shortages.

(3) Nothing in this chapter may be construed to require the provision of incentive awards without an appropriation for that purpose.

4. Career Technical School Added Cost Funding

33-1002G. CAREER TECHNICAL SCHOOL FUNDING AND ELIGIBILITY. (1) School districts ~~and~~, public charter schools, and eligible cooperative service agencies may establish career technical schools that qualify for funding appropriated for the specific purpose of supporting the added cost of career technical schools. These funds will be appropriated to the state board for career technical education, to be expended by the division of career technical education. In order for a school to qualify for funding as a career technical school, it must make application to the division of career technical education on or before the fifteenth of April for the following fiscal year. This includes applicants for new schools and renewal applications. Approved public charter schools with career technical education programs will receive the same added cost unit as any other eligible school on an actual approved cost basis not to exceed the per-student cost for a traditional instructional delivery method. All career technical schools must meet all three (3) of the following criteria:

(a) The school serves students from two (2) or more high schools. No one (1) high school can comprise more than eighty-five percent (85%) of the total enrolled career technical school students. In the event a student enrolled in the career technical school is not enrolled in a public high school, the eighty-five percent (85%) will be calculated based on the public high school attendance area where the student resides. This provision does not exclude a public charter school with a statewide boundary from applying for appropriate added cost funds authorized for career technical education, irrespective of the instructional delivery method.

(b) The majority of the school's program offerings lead to some form of postsecondary credit, such as dual credit or other advanced opportunities, as defined by the state board of education, or include apprenticeship opportunities.

(c) All school programs offer at least one (1) supervised field experience for all students.

(2) All career technical schools must also meet at least one (1) of the following three (3) requirements:

(a) The school is funded separately from schools that qualify for computation using regular secondary support units.

(b) The school has a separate and distinct governing board.

(c) The majority of the school programs are provided at dedicated facilities that are separate from the regular high school facilities.

(3) An eligible cooperative service agency, formed pursuant to section 33-317, Idaho code, must own or maintain a facility separate from any of the member school districts making up the cooperative service agency.

5. Charter School Authorization

33-5202A. DEFINITIONS. As used in this chapter, unless the context requires otherwise:

- (1) "Authorized chartering entity" means any of the following:
 - (a) A local board of trustees of a school district in this state;
 - (b) The public charter school commission created pursuant to the provisions of this chapter;
 - (c) An Idaho public college, university or community college;
 - (d) A private, nonprofit, Idaho-based nonsectarian college or university that is accredited by the same organization that accredits Idaho public colleges and universities.

(2) "Charter" means the grant of authority approved by the authorized chartering entity to the board of directors of the public charter school.

(3) "Charter holder" means the public charter school's board of directors to which a charter is granted pursuant to [chapter 52, title 33](#), Idaho Code.

(4) "Educational services provider" means a nonprofit or for-profit entity that contracts with a public charter school to provide educational services and resources including administrative support and educational design, implementation or management.

(5) "Founder" means a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the board of directors of the public charter school, and who is designated as such at the time the board of directors acknowledges and accepts such contribution. The criteria for determining when a person is a founder shall not discriminate against any person on any basis prohibited by the federal or state constitution or any federal, state or local law. The designation of a person as a founder, and the admission preferences available to the children of a founder, shall not constitute pecuniary benefits.

(6) "Operated by," means services provided to a charter school that include any of the following:

(i) nominating, appointing, or removing any individual serving on the board directors of the charter school or school administrators, principals, superintendents, or other school leadership roles;

(ii) employing, supervising, or dismissing employees of the charter school;

(iii) managing the charter school's day-to-day operations;

(iv) maintaining membership in the charter holder's governing board;

(v) approving or otherwise exerting management rights over the bylaws of the non-profit corporation that holds the charter;

(vi) approving, denying, or managing the budget or any expenditures of the public charter school not previously authorized by the public charter school's board of directors as documented by approval made at a publicly noticed meeting; and/or

(vii) providing services to the public charter school not previously authorized by the public charter school's board of directors

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 6

as documented by approval of a contract or services agreement made at a publicly noticed meeting.

(~~67~~) "Performance certificate" means a fixed-term, renewable certificate between a public charter school and an authorized chartering entity that outlines the roles, powers, responsibilities and performance expectations for each party to the certificate.

(~~78~~) "Petition" means the document submitted by a person or persons to the authorized chartering entity to request the creation of a public charter school.

(~~89~~) "Career technical regional public charter school" means a public charter secondary school authorized under this chapter to provide programs in career technical education that meet the standards and qualifications established by the division of career technical education. A career technical regional public charter school may be approved by an authorized chartering entity and, by the terms of its charter, shall operate in association with at least two (2) school districts. This provision does not exclude a public charter school with a statewide boundary from applying for added cost funds authorized for career technical education, irrespective of the instructional delivery method. Participating school districts need not be contiguous.

(~~910~~) "Public charter school" means a school that is authorized under this chapter to deliver public education in Idaho with equal access and authority to participate in all state and federal programs to the same extent as a traditional public school, irrespective of the instructional delivery method.

(~~101~~) "Traditional public school" means any school existing or to be built that is operated and controlled by a school district in this state.

(~~1112~~) "Virtual school" means either a public charter school or a traditional public school that delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via the internet in a distributed environment. Schools classified as virtual must have an online component to their school with online lessons and tools for student and data management.

33-5205. PETITION TO ESTABLISH PUBLIC CHARTER SCHOOL. (1)

Intent. Any group of persons, upon creating a nonprofit corporation pursuant to section 33-5204, Idaho Code, may petition to establish a new public charter school, or to convert an existing traditional public school to a public charter school. The purpose of the charter petition is to present the proposed public charter school's academic and operational vision and plans, demonstrate the petitioner's capacities to execute the proposed vision and plans and provide the authorized chartering entity a clear basis for assessing the applicant's plans and capacities. An approved charter petition shall not serve as the school's performance certificate.

(2) New Public Charter School Petition. Except for a petition to establish a new virtual school, which shall follow subsection (6) of this section, or to convert an existing traditional public school, which shall follow subsection (7) of this section, or to replicate an existing public charter school, which shall follow section 33-5209B, Idaho Code,

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 6

a petition to establish a new public charter school shall follow the process set forth in subsections (3) through (5) of this section.

(3) Application.

(a) The state board of education, by rule, shall develop an application to establish a new public charter school which, when submitted by petitioners, shall constitute the public charter school's completed petition. The application is not intended to be exhaustive, but shall require petitioners to provide descriptions of the following key features of the prospective public charter school:

(i) Educational program, including student academic proficiency and growth standards and measurement methods and any mission-specific standards that may be unique to the school;

(ii) Financial and facilities plan;

(iii) Board capacity and governance structure; and

(iv) Student demand and primary attendance area.

(b) Prior to submitting the completed petition to an authorized chartering entity described in section 33- 5202A(1), Idaho Code, petitioners shall send a letter and a copy of the completed petition to the superintendent of each district that overlaps the proposed public charter school's primary attendance area. The purpose of the letter is to inform the superintendent that petitioners are seeking an authorizer, and to offer to attend a district board of trustees meeting, if the superintendent so requests.

(c) A minimum of four (4) weeks after sending the letter and copy of the completed petition pursuant to paragraph

(b) of this subsection, or earlier if the superintendent of each district that overlaps the proposed public charter school's primary attendance area agrees, petitioners may submit the completed petition to an authorized chartering entity pursuant to section 33-5202A(1), Idaho Code. Upon receipt of the completed petition, which may be received electronically, representatives of the authorized chartering entity shall review, and may contract with a third party or other government agency to assist in reviewing, the petition. If necessary, representatives of the authorized chartering entity may request from petitioners limited additional information necessary to clarify the contents of the completed petition. Any subsequent change to the completed petition will comprise the revised petition.

(4) Hearing. If the authorized chartering entity is the public charter school commission, within ten (10) weeks of receiving a revised petition and not later than twelve (12) weeks after receiving the completed petition, commission staff shall provide commissioners with a written recommendation that the commission either approve, deny or grant conditional approval of the petition. Concurrently, the commission staff shall provide a copy of the recommendation to petitioners, along with a notice of a hearing date, and shall notify the district in which the proposed charter school will be physically located of the opportunity to submit written comments or to testify at the hearing. Petitioners may testify to support or refute the recommendation. If the authorized chartering entity is other than the public charter school commission, it may develop its own hearing process.

(5) Petition Decision. If the authorized chartering entity

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 6

approves the petition, the parties shall negotiate the terms of the performance certificate pursuant to section 33-5205B, Idaho Code. If the authorized chartering entity grants conditional approval, the conditions may be considered reasonable pre-opening requirements or conditions pursuant to section 33-5206, Idaho Code, or may be added to the charter upon agreement of petitioners and the authorized chartering entity.

(6) Virtual Schools.

(a) In the case of a petition for a public virtual charter school, if the primary attendance area described in the petition of a proposed public virtual charter school extends within the boundaries of five (5) or fewer local school districts, the prospective authorizer shall provide notice in writing to those local school districts of the public hearing no less than thirty (30) days prior to the public hearing. The public hearing shall include any oral or written comments that an authorized representative of the local school districts may provide regarding the merits of the petition and any potential impacts on the school districts.

(b) An authorized chartering entity, except for a school district board of trustees, may approve a charter for a public virtual school under the provisions of this chapter only if it determines that the petition contains the requirements of subsection (2) of this section and the additional statements describing the following:

(i) The learning management system by which courses will be delivered;

(ii) The role of the online teacher, including the consistent availability of the teacher to provide guidance around course material, methods of individualized learning in the online course and the means by which student work will be assessed;

(iii) A plan for the provision of professional development specific to the public virtual school environment;

(iv) The means by which public virtual school students will receive appropriate teacher-to-student interaction, including timely and frequent feedback about student progress;

(v) The means by which the public virtual school will verify student attendance and award course credit. Attendance at public virtual schools shall focus primarily on coursework and activities that are correlated to the Idaho state thoroughness standards;

(vi) A plan for the provision of technical support relevant to the delivery of online courses;

(vii) The means by which the public virtual school will provide opportunity for student-to-student interaction; and

(viii) A plan for ensuring equal access for all students, including the provision of necessary hardware, software and internet connectivity required for participation in online coursework.

(7) Conversion Charter Schools. A petition to convert an existing traditional public school shall be submitted to the board of trustees of the district in which the school is located for review and approval. The petition shall be signed by not less than sixty percent (60%) of the teachers currently employed by the school district at the school to be converted, and by one (1) or more parents or guardians of not less than sixty percent (60%) of the students currently attending the school to be converted. Each petition submitted to convert an existing school

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 6

or to establish a new charter school shall contain a copy of the articles of incorporation and the bylaws of the nonprofit corporation, which shall be deemed incorporated into the petition.

(8) Term. An initial charter, if approved, ~~shall~~ may be granted for a term of three (3) or five (5) operating years at the discretion of the authorized chartering entity. This term shall commence on July 1 preceding the public charter school's first year of operation.

33-5205B. PERFORMANCE CERTIFICATES. (1) Within seventy-five (75) days of approval of a charter application, the authorized chartering entity and the governing board of the approved public charter school shall execute a performance certificate that clearly sets forth the academic and operational performance expectations and measures by which the public charter school will be judged and the administrative relationship between the authorized chartering entity and public charter school, including an enrollment capacity, the key design elements of the instructional model, and each party's rights and duties. The performance expectations and measures set forth in the performance certificate shall include, but need not be limited to, applicable federal and state accountability requirements. The performance provisions may be refined or amended by mutual agreement after the public charter school is operating and has collected baseline achievement data for its enrolled students.

(2) The performance certificate shall be signed by the president of the authorized chartering entity's governing board and the president of the public charter school's governing body. Within fourteen (14) days of executing a performance certificate, the authorized chartering entity shall submit to the state board of education written notification of the performance certificate execution, including a copy of the performance certificate.

(3) No public charter school may commence or continue operations without a performance certificate executed in accordance with this provision and approved in an open meeting of the authorized chartering entity's governing board.

~~(4) All public charter schools approved prior to July 1, 2013, shall execute performance certificates with their authorizers no later than July 1, 2014. Such certificates shall ensure that each public charter school approved prior to July 1, 2014, is evaluated for renewal or nonrenewal between March 1, 2016, and March 1, 2019.~~

33-5205C. PUBLIC CHARTER SCHOOL REPLICATION. (1) Public charter schools may petition for replication, subject to the following provisions:

(a) The public charter schools must have successfully completed at least one (1) renewal cycle and be eligible for a nonconditional renewal; or

~~(b) Public charter schools that are scheduled to be evaluated for renewal or nonrenewal between March 1, 2016, and March 1, 2019, must be rated in the top twenty percent (20%) of all Idaho public schools by the state's accountability system for the two (2) previous years.~~

(2b) Replication public charter schools must serve the same, or a

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 6

subset of the same, grades as the public charter school being replicated and the operational model must be the same as that of the public charter school being replicated.

(32) A public charter school authorized by the public charter school commission or an Idaho college or university pursuant to section 33-5202A, Idaho Code, must provide written notice and opportunity to comment to the school district for which the replication school will be located at least thirty

(30) days prior to submitting the replication request to the authorizing entity. The petitioner must provide written notice to the state department of education at the time the petition is submitted to the authorized chartering entity.

(43) A school district authorizer may not approve the replication of a public charter school that is physically located outside of the authorizer's school district boundaries.

~~(5) Replication petitions are not subject to a sufficiency review by the state department of education.~~

(64) The replicated public charter schools under a single charter holder shall be authorized and funded as separate schools. The charter holder must obtain annual independent comprehensive fiscal audits that treat each school as a separate component unit. Funds appropriated by the state must be used toward the operations of the public charter school for which they were appropriated. This does not prohibit multiple public charter schools under a single charter holder from combining resources toward administrative or program costs or prohibit public charter schools from participating in cooperative education services pursuant to sections 33-315 and 33-316, Idaho Code.

(75) Authorized chartering entities must establish policies regarding the criteria that will be considered when evaluating a petition for replication. Such criteria must include at a minimum the following replication petition requirements:

(a) A description of the capacity of the charter holder to successfully replicate an additional school;

(b) A description of how the charter holder will manage multiple charter schools while maintaining a high level of academic and fiscal performance in the original public charter school and the replication school; and

(c) A description of how the charter holder will incorporate representation and input in the school operations from the local area where the replication public charter school is physically located if the location is outside of the school district of the public charter school being replicated.

33-5206. REQUIREMENTS AND PROHIBITIONS OF A PUBLIC CHARTER SCHOOL. (1) In addition to any other requirements imposed in this chapter, a public charter school shall be nonsectarian in its programs, affiliations, admission policies, employment practices, and all other operations, shall not charge tuition, levy taxes or issue bonds, and shall not discriminate against any student on any basis prohibited by the federal or state constitution or any federal, state or local law.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 6

Public charter schools shall comply with the federal individuals with disabilities education act. Admission to a public charter school shall not be determined according to the place of residence of the student, or of the student's parent or guardian within the district, except that a new replication or conversion public charter school established under the provisions of this chapter shall adopt and maintain a policy giving admission preference to students who reside within the contiguous and compact primary attendance area of that public charter school.

(2) No board of trustees shall require any employee of the school district to be involuntarily assigned to work in a public charter school.

(3) Certified teachers in a public charter school shall be considered public school teachers. Educational experience shall accrue for service in a public charter school and such experience shall be counted by any school district for any teacher who has been employed in a public charter school. The staff of the public charter school shall be considered a separate unit for the purposes of collective bargaining.

(4) Employment of charter school teachers and administrators shall be on written contract conditioned upon a valid certificate being held by such professional personnel at the time of entering upon the duties thereunder. Administrators may be certified pursuant to the requirements set forth in [chapter 12, title 33](#), Idaho Code, pertaining to traditional public schools, or may hold a charter school administrator certificate. An applicant is eligible for a charter school administrator certificate if the applicant:

(a) Holds a bachelor's degree from an accredited four (4) year institution;

(b) Submits to a criminal history check as described in section [33-130](#), Idaho Code;

(c) Completes a course consisting of a minimum of three (3) semester credits in the statewide framework for teacher evaluations, which shall include a laboratory component;

(d) Submits a letter from a charter school board of directors stating that the board of directors has carefully considered the applicant's candidacy, has chosen to hire the applicant, and is committed to overseeing the applicant's performance; and

(e) Has one (1) or more of the following:

(i) Five (5) or more years of experience administering a public charter school;

(ii) A post-baccalaureate degree and a minimum of five (5) years of experience in school administration, public administration, business administration, or military administration;

(iii) Successful completion of a nationally recognized charter school leaders fellowship; or

(iv) Five (5) or more years of teaching experience and a commitment from an administrator at a charter school in academic, operational, and financial good standing according to its authorizer's most recent review to mentor the applicant for a minimum of one (1) year.

A charter school administrator certificate shall be valid for five (5) years and renewable thereafter. Administrators shall be subject to

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 6

oversight by the professional standards commission. Certificates may be revoked pursuant to the provisions of section [33-1208](#), Idaho Code. Issuance of a certificate to any applicant may be refused for such reason as would have constituted grounds for revocation.

(5) No board of trustees shall require any student enrolled in the school district to attend a public charter school.

(6) Authorized chartering entities may establish reasonable pre-opening requirements or conditions to monitor the start-up progress of newly approved public charter schools and ensure that they are prepared to open smoothly on the date agreed, and to ensure that each school meets all building, health, safety, insurance and other legal requirements for school opening. Any such pre-opening requirements or conditions shall state the date by which the conditions must be met.

(7) Each public charter school shall annually submit the audit of its fiscal operations to the authorized chartering entity.

(8) A public charter school or the authorized chartering entity may enter into negotiations to revise a charter or performance certificate at any time. If a public charter school petitions to revise its charter or performance certificate, the authorized chartering entity's review of the revised petition shall be limited in scope solely to the proposed revisions. Except for public charter schools authorized by a school district board of trustees, when a non-virtual public charter school submits a proposed charter revision to its authorized chartering entity and such revision includes a proposal to increase such public charter school's approved student enrollment cap by ten percent (10%) or more, the authorized chartering entity shall hold a public hearing on such petition. The authorized chartering entity shall provide the board of the local school district in which the public charter school is physically located notice in writing of such hearing no later than thirty (30) days prior to the hearing. The public hearing shall include any oral or written comments that an authorized representative of the school district in which the public charter school is physically located may provide regarding the impact of the proposed charter revision upon the school district. Such public hearing shall also include any oral or written comments that any petitioner may provide regarding the impact of the proposed charter revision upon such school district. When a proposed revision requests an additional student-occupied facility that will be located more than five (5) miles from an existing student-occupied facility, the proposed revision shall be treated as a petition for replication pursuant to section 33-5205C, Idaho Code.

(9) When a charter is nonrenewed pursuant to the provisions of section [33-5209B](#), Idaho Code, revoked pursuant to section [33-5209C](#), Idaho Code, or the board of directors of the public charter school terminates the charter, the assets of the public charter school remaining after all debts of the public charter school have been satisfied must be returned to the authorized chartering entity for distribution in accordance with applicable law.

(10) Public charter schools may contract with educational services providers subject to the following provisions:

(a) Educational services providers, whether for-profit or

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 6

nonprofit, shall be third-party entities separate from the public charter schools with which they contract. Educational services providers shall not be considered governmental entities.

(b) No more than one-third (1/3) of the public charter school's board membership may be comprised of nonprofit educational services provider representatives. Nonprofit educational services provider representatives may not be employees of the public charter school or the educational services provider and may not hold office as president or treasurer on the public charter school's board. For-profit educational services providers may not have representatives on the public charter school's board of directors.

(c) Public charter school board of director members shall annually disclose any existing and potential conflicts of interest, pecuniary or otherwise, with affiliated educational services providers.

(d) Charter holders shall retain responsibility for academic, fiscal and organizational operations and outcomes of the school and may not relinquish this responsibility to any other entity.

(e) Contracts must ensure that school boards retain the right to terminate the contract for failure to meet defined performance standards.

(f) Contracts must ensure that assets purchased by educational services providers on behalf of the school, using public funds, shall remain assets of the school. The provisions of this paragraph shall not prevent educational services providers from acquiring assets using revenue acquired through management fees.

(g) Charter holders shall consult legal counsel independent of the party with whom they are contracting for purposes of reviewing the school's management contract and facility lease or purchase agreements to ensure compliance with applicable state and federal law, including requirements that state entities not enter into contracts that obligate them beyond the terms of any appropriation of funds by the state legislature.

(h) Charter holders must ensure that their facility contracts are separate from any and all management contracts.

(i) Prior to approval of the charter petition indicating the school board's intention to ~~contract-engage~~ with an educational services provider, authorized chartering entities shall conduct a thorough evaluation of the terms of the proposed contract or services agreement between the public charter school and the education services provider as well as the academic, financial and organizational outcomes of other schools that have contracted with the educational services provider and evidence of the educational services provider's capacity to successfully grow the public charter school while maintaining quality management and instruction in existing schools.

(j) After approval of the charter petition, any contract or services agreement that may result in the school being operated by a nonprofit education services provider shall be evaluated by the authorized chartering entity. The authorized chartering entity shall also conduct an evaluation of the nonprofit education services provider.

(11) Admission procedures, ~~including provision for overenrollment,~~ shall ensure that the school does not exceed the

enrollment capacity stated in the executed performance certificate and shall provide that the initial admission procedures for a new public charter school or replication public charter school will be determined by lottery or other random method, except as otherwise provided herein.

(a) If initial capacity is insufficient to enroll all pupils who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; second, to siblings of pupils already selected by the lottery or other random method; third, to pupils seeking to transfer from another Idaho public charter school at which they have been enrolled for at least one (1) year, provided that this admission preference shall be subject to an existing written agreement for such preference between the subject charter schools; fourth, to students residing within the primary attendance area of the public charter school; and fifth, by an equitable selection process such as a lottery or other random method. If so stated in its petition, a public charter school may weight the school's lottery to preference admission for the following educationally disadvantaged students: students living at or below one hundred eighty-five percent (185%) of the federal poverty level, students who are homeless or in foster care, children with disabilities as defined in section [33-2001](#), Idaho Code, students with limited English proficiency, and students who are at-risk as defined in section [33-1001](#), Idaho Code. If so stated in its petition, a new public charter school or replication public charter school may include the children of full-time employees of the public charter school within the first priority group subject to the limitations therein. Otherwise, such children shall be included in the highest priority group for which they would otherwise be eligible.

(b) If capacity is insufficient to enroll all pupils who submit a timely application for subsequent school terms, then the admission procedures may provide that preference shall be given in the following order: first, to pupils returning to the public charter school in the second or any subsequent year of its operation; second, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; third, to siblings of pupils already enrolled in the public charter school; fourth, to pupils seeking to transfer from another Idaho public charter school at which they have been enrolled for at least one (1) year, provided that this admission preference shall be subject to an existing written agreement for such preference between the subject charter schools; fifth, to students residing within the primary attendance area of the public charter school; and sixth, by an equitable selection process such as a lottery or other random method. There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies that become available. If so stated in its petition, a public charter school may weight the school's lottery to preference admission for the following educationally disadvantaged students: students living at or below one hundred eighty-five percent (185%) of the federal poverty

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 6

level, students who are homeless or in foster care, children with disabilities as defined in section [33-2001](#), Idaho Code, students with limited English proficiency, and students who are at-risk as defined in section [33-1001](#), Idaho Code. If so stated in its petition, a public charter school may include the following children within the second priority group subject to the limitations therein:

(i) The children of full-time employees of the public charter school; and

(ii) Children who attended the public charter school within the previous three (3) school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment.

(c) Each public charter school shall establish a process under which a child may apply for enrollment or register for courses, regardless of where such child resides at the time of application or registration, if the child is a dependent of a member of the United States armed forces who has received transfer orders to a location in Idaho and will, upon such transfer, reside in an area served by the public charter school. If capacity is insufficient as described in paragraph (a) or (b) of this subsection, a child described in this paragraph shall be treated as a student residing within the primary attendance area of the public charter school for purposes of preference.

Otherwise, such children shall be included in the highest priority group for which they would otherwise be eligible.

(12) Public charter schools shall comply with section [33-119](#), Idaho Code, as it applies to secondary school accreditation.

(13) Public charter school students shall be tested with the same standardized tests as other Idaho public school students.

33-5209B. CHARTER RENEWALS. (1) A charter may be renewed for successive five (5) year terms of duration. An authorized chartering entity may grant renewal with specific, written conditions for necessary improvements to a public charter school. Any such specific, written conditions shall state the date by which the conditions must be met.

(2) Following the initial ~~three (3) year~~ operating term, an authorized chartering entity may nonrenew or grant renewal for an additional five (5) years, based upon the performance of the public charter school on the performance indicators, measures and metrics contained in the performance certificate. Subsequent renewals shall be for a term of five (5) years.

(3) No later than November 15, the authorized chartering entity shall issue a public charter school performance report and charter renewal application guidance to any charter holder with a public charter school whose charter will expire the following year. The performance report shall summarize the public charter school's performance record to date, based upon the data required by this chapter and the performance certificate, and shall provide notice of any weaknesses or concerns determined by the authorized chartering entity concerning the public charter school that may jeopardize its position in seeking renewal, if not timely rectified. The charter holder shall have thirty (30) days to respond to the performance report and submit any corrections or

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 6

clarifications for the report.

(4) The renewal application guidance shall, at a minimum, provide an opportunity for the charter holder to:

(a) Present additional evidence, beyond the data contained in the performance report, supporting its case for charter renewal; and

(b) Describe improvements undertaken or planned for the school.

(5) The renewal application guidance shall include or refer explicitly to the criteria that will guide the authorized chartering entity's renewal decisions, which shall be based on independent fiscal audits and the performance framework set forth in the performance certificate.

(6) No later than December 15, the charter holder seeking renewal shall submit a renewal application to the authorized chartering entity pursuant to the renewal application guidance issued by the authorized chartering entity. The authorized chartering entity shall vote on the renewal application no later than March 15.

(7) In making charter renewal decisions, every authorized chartering entity shall:

(a) Ground its decisions in evidence of the school's performance over the term of the performance certificate in accordance with the performance framework set forth in the performance certificate;

(b) Ensure that data used in making renewal decisions are available to the school and the public; and

(c) Provide a public report summarizing the evidence basis for each decision.

(8) An authorized chartering entity must develop revocation and nonrenewal processes that:

(a) Provide the charter holders with a timely notification of the prospect of revocation or nonrenewal and of the reasons for such possible closure, which shall be limited to failure to meet the terms of the performance certificate or the written conditions established pursuant to the provisions of subsection (1) of this section;

(b) Allow the charter holders a reasonable amount of time in which to prepare a response;

(c) Provide the charter holders with an opportunity to submit documents and give testimony challenging the rationale for closure and in support of the continuation of the school at an orderly proceeding held for that purpose;

(d) Allow the charter holders to be represented by counsel and to call witnesses on their behalf;

(e) Permit the recording of such proceedings; and

(f) After a reasonable period for deliberation, require a final determination to be made and conveyed in writing to the charter holders.

(9) An authorized chartering entity shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal. An authorized chartering entity may renew or nonrenew any charter in which the public charter school failed to meet one (1) or more of the terms of its performance certificate.

33-5209C. ENFORCEMENT — REVOCATION — APPEAL. (1) An authorized chartering entity shall continually monitor the performance and legal

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 6

compliance of the public charter schools it oversees, including collecting and analyzing data to support ongoing evaluation according to the performance certificate. Every authorized chartering entity shall have the authority to conduct or require oversight activities that enable the authorized chartering entity to fulfill its responsibilities pursuant to the provisions of this chapter, including conducting appropriate inquiries and investigations, as long as those activities are consistent with the intent of this chapter, adhere to the terms of the performance certificate and do not unduly inhibit the autonomy granted to public charter schools.

(2) Each authorized chartering entity shall annually publish and make available to the public a performance report for each public charter school it oversees, in accordance with the performance framework set forth in the performance certificate and section 33-5209A, Idaho Code. The authorized chartering entity may require each public charter school it oversees to submit an annual report to assist the authorized chartering entity in gathering complete information about each school consistent with the performance framework. Each public charter school shall publish its annual performance report on the school's website.

(3) If an authorized chartering entity has reason to believe that a public charter school cannot remain fiscally sound for the remainder of its certificate term, it shall provide the state department of education with written notification of such concern. Upon receiving such notification, the state department of education shall have the authority to modify the percentage of the total appropriation to be paid to the public charter school pursuant to the provisions of section 33-1009(1), Idaho Code, such that equal percentages are paid on each of the prescribed dates.

(4) If documents filed with an authorized chartering entity pursuant to section 33-5206(7), Idaho Code, establish that a public charter school that is not a virtual school and that has been open for more than two (2) years had less than fifteen (15) days' worth of cash on hand on June 30 of the current calendar year, then by November 30 of that year the authorized chartering entity shall notify the school that the school has until June 30 of the subsequent year to cure the deficiency. If on June 30 of the subsequent year the school again has less than fifteen (15) days' worth of cash on hand, then by November 30 of that year the authorized chartering entity shall begin revocation proceedings pursuant to subsection (7) of this section.

(5) If an authorized chartering entity has reason to believe that a charter holder or public charter school has violated any provision of law, it shall notify the charter holder and the entity responsible for administering said law of the possible violation.

(6) If an authorized chartering entity revokes or does not renew a charter, the authorized chartering entity shall clearly state, in a resolution of its governing board, the reasons for the revocation or nonrenewal.

(7) Within fourteen (14) days of taking action to renew, not renew or revoke a charter, the authorized chartering entity shall report to the state board of education the action taken and shall provide a copy

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 6

of the report to the charter holder at the same time that the report is submitted to the state board of education. The report shall include a copy of the authorized chartering entity's resolution setting forth the action taken and reasons for the decision and assurances as to compliance with all of the requirements set forth in this chapter.

(8) A charter may be revoked by the authorized chartering entity for the following reasons:

(a) if the charter holder has failed to meet the pre-opening requirements or conditions established pursuant to the provisions of section 33-5206(6), Idaho Code;

(b) if the ~~public charter school~~ charter holder has failed to meet any of the specific, written conditions for necessary improvements established pursuant to the provisions of section 33-5209B(1), Idaho Code;

(c) if the charter holder has failed to cure the fifteen (15) days' worth of cash on hand deficiency pursuant to subsection (34) of this section, by the dates specified.

(d) If the charter holder has been notified of a violation of state or federal law and the charter has failed to correct the violation within the timeframe specified by the authorizer, state or federal authority.

(e) Revocation may not occur until the charter holder has been afforded a public hearing, unless the authorized chartering entity determines that the continued operation of the public charter school presents an imminent public safety issue, in which case the charter may be revoked immediately. Public hearings shall be conducted by the authorized chartering entity or such other person or persons appointed by the authorized chartering entity to conduct public hearings and receive evidence as a contested case in accordance with the provisions of section 67-5242, Idaho Code. Notice and opportunity to reply shall include, at a minimum, written notice setting out the basis for consideration of revocation, a period of not less than thirty (30) days within which the charter holder can reply in writing, and a public hearing within thirty (30) days of the receipt of the written reply.

(9) A decision to revoke or nonrenew a charter or to deny a revision of a charter may be appealed directly to the state board of education. With respect to such appeal, the state board of education shall substantially follow the procedure as provided in section 33-5207(5)(b), Idaho Code. In the event the state board of education reverses a decision of revocation or nonrenewal, the charter holder subject to such action shall then be placed under the chartering authority of the public charter school commission.

33-5215. CAREER TECHNICAL REGIONAL PUBLIC CHARTER SCHOOL. (1) A career technical regional public charter school is hereby declared to be a public charter school and as such, the provisions of chapter 52, title 33, Idaho Code, shall apply to each career technical regional public charter school in the same manner and to the same extent as the provisions of charter school law apply to other public charter schools, with the exception of certain conditions and applications as specifically provided in this section.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 6

(2) In addition to the approval provisions of this chapter, approval of a career technical regional public charter school by an authorized chartering entity shall not be final until the petition has also been reviewed and supported by the division of career technical education.

(3) Funding for a career technical regional public charter school shall be the same as provided in section 33-5208, Idaho Code, except that:

(a) The salary-based apportionment for a career technical regional public charter school shall be the statewide average for public charter schools. Such salary-based apportionment may be used for payment of contracted services or for direct hire of staff;

(b) The board of directors may contract for the services of certificated and noncertificated personnel, to procure the use of facilities and equipment, and to purchase materials and equipment, which in the judgment of the board of directors is necessary or desirable for the conduct of the business of the career technical regional public charter school; and

(c) Transportation support shall be paid to the career technical regional public charter school in accordance with the provisions of chapter 15, title 33, Idaho Code.

(4) A career technical regional public charter school must deliver career technical education programs. Such programs must comply with the program requirements of the Idaho division of career technical education.

(5) Performance certificates established pursuant to section 33-5209A, Idaho code, must also contain one or more metrics measuring the quality of the career technical education programs offered by the school.

(4) A career technical regional public charter school shall provide assurances in state attendance reports that it has verified attendance reports, which generate ADA and enrollment with its participating school districts, to make certain that the districts and the charter school do not duplicate enrollment or ADA claims and each school is reporting only enrollment or attendance in those courses for which the school is providing instruction-in.

6. Postsecondary Credit Scholarship

33-4605. POSTSECONDARY CREDIT SCHOLARSHIP. (1) Subject to the provisions of subsections (2), (3) and (4) of this section, beginning with the spring 2016 graduating class:

(a) Any student who has earned at least ten (10) postsecondary semester credits upon graduation from an accredited high school in Idaho, or its equivalent, shall be entitled to a postsecondary credit scholarship in ~~the-an~~ amount ~~of-up to~~ two thousand dollars (\$2,000) that shall be used for tuition and fees at any eligible institution.

(b) Any student who has earned at least twenty (20) postsecondary semester credits upon graduation from an accredited high school in Idaho, or its equivalent, shall be entitled to a postsecondary credit scholarship in ~~the-an~~ amount ~~of-up to~~ four thousand dollars (\$4,000) that shall be used for tuition and fees at any eligible institution.

(c) Any student who has earned an associate degree from an accredited institution upon graduation from an accredited high school in Idaho, or its equivalent, shall be entitled to a postsecondary credit scholarship in the amount of eight thousand dollars (\$8,000) that shall be used for tuition and fees at any eligible institution.

(2) For subsection (1)(a) and (b) of this section, the award amount shall be limited by the number of credits accepted by the eligible institution where the scholarship is to be applied. For subsection (1)(a) through (c) of this section, the awards shall be annual awards and one-quarter (1/4) of the scholarship amount ~~the student is entitled to~~ shall be distributed in each semester of full-time attendance until the total scholarship is expended or expires.

(3) In order to be eligible for a full postsecondary credit scholarship set forth in subsection (1) of this section:

(a) The student must be awarded a postsecondary ~~merit-based-matching~~ scholarship in an amount at least equal to the postsecondary credit scholarship amount awarded in the same school year, provided that the ~~matching~~ funds for each scholarship must come from a business or industry, or entities representing business or industry, and may not be from appropriated or nonappropriated funds of the postsecondary institution or from a foundation affiliated with the postsecondary institution, unless the funds were donated to the postsecondary institution specifically as a match for the postsecondary credit scholarship program;

(b) The student must have graduated from an accredited high school in Idaho, or its equivalent; and

(c) Except for the first semester in which the postsecondary credit scholarship amount is distributed, in order to receive the scholarship distribution in a given semester, the student must have successfully ~~passed-earned~~ at least twelve (12) credits during the immediately preceding semester in which the scholarship was distributed.

(4) Eligible students will be awarded the postsecondary credit scholarship based on grade point average rank subject to annual legislative appropriation.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 7

(5) A student shall use the postsecondary credit scholarship within four (4) years of his or her high school graduation date, at which time the scholarship shall expire and may no longer be used.

(6) A student is entitled to only one (1) of the postsecondary credit scholarships amounts set forth in subsection (1) of this section.

(7) If a student has been awarded scholarships that pay for one hundred percent (100%) of the cost of tuition and fees, then part or all of the remaining postsecondary credit scholarship moneys may be used for room and board at the discretion of the eligible institution where the student will attend.

(8) This section shall be funded from the advanced opportunities program within the educational support program. The state department of education shall pass through to the office of the state board of education the necessary amount for distribution not to exceed one million dollars (\$1,000,000) in fiscal year 2017, and not to exceed two million dollars (\$2,000,000) in fiscal year 2018, and every fiscal year thereafter.

(9) No later than January 15 of each year, the state board of education shall report to the senate and the house of representatives education committees the number of scholarships awarded pursuant to this section during the previous school year. The report shall include the total amount of moneys distributed for the scholarships.

(10) For the purposes of this section, "eligible institution" has the same meaning as provided in section [33-4303\(2\)\(b\)](#), Idaho Code.

~~(11) As used in this section, "merit-based scholarship" means a scholarship in which academic achievement at the high school level is a minimum eligibility requirement and awards are made based on the achievement of the student.~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 8

7. Armed Forces and Public Safety Officer Scholarships

33-4302. ARMED FORCES AND PUBLIC SAFETY OFFICER SCHOLARSHIPS. (1) The following individuals shall be eligible for the scholarship program provided for herein:

(a) Any spouse or child of any Idaho citizen who, while such person is or was a resident of the state of Idaho, has been determined by the federal government to be a prisoner of war or missing in action; or to have died of, or become totally and permanently disabled by, injuries or wounds sustained in action in any area of armed conflict in which the United States is a party; and

(b) Any spouse or child of any member of the armed forces of the United States who is stationed in the state of Idaho on military orders and who is deployed from the state of Idaho to any area of armed conflict in which the United States is a party and who has been determined by the federal government to be a prisoner of war or missing in action; or to have died of, or become totally and permanently disabled by, injuries or wounds sustained in action as a result of such deployment.

(c) Any spouse or child of a full-time or part-time public safety officer, as defined in paragraph (d) of this subsection, employed by or volunteering for the state of Idaho or for a political subdivision of the state of Idaho, which public safety officer is or was a resident of the state of Idaho at the time such officer was killed or totally and permanently disabled in the line of duty. The death or disability shall have occurred on or after January 1, 1975. The scholarship provided for in this section shall not be available unless it is determined that:

(i) The death or disablement of the public safety officer occurred in the performance of the officer's duties;

(ii) The death or disablement was not caused by the intentional misconduct of the public safety officer or by such officer's intentional infliction of injury; and

(iii) The public safety officer was not voluntarily intoxicated at the time of death.

(d) For purposes of this section, the following terms have the following meanings:

(i) "Public safety officer" means a peace officer or firefighter, a paramedic or emergency medical technician as those terms are defined in section [56-1012](#), Idaho Code.

(ii) "Volunteering" means contributing services as a bona fide member of a legally organized law enforcement agency, fire department or licensed emergency medical service provider organization.

(2) (a) To be eligible for the scholarship provided for herein, a child of a military member or a public safety officer must be a resident of the state of Idaho and must have completed secondary school or its equivalent in the state of Idaho. A child already born, or born after a military member or public safety officer is determined to be imprisoned or missing in action, or is killed or becomes totally and permanently disabled, shall be eligible for this scholarship;

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 8

(b) To be eligible for the scholarship provided for herein, the spouse of a military member or public safety officer must be a resident of the state of Idaho and must have been married to such person at the time the military member or public safety officer was determined to be imprisoned or missing in action, or was killed or became totally and permanently disabled. Provided however, that in the situation of disability, the spouse must be currently married to such person.

(3) An eligible individual who applies for the scholarship provided for herein shall, after verification of eligibility, receive the scholarship and be admitted to attend undergraduate studies at any public institution of higher education or public professional-technical college within the state of Idaho without the necessity of paying tuition and fees therefor; such student shall be provided with books, equipment and supplies necessary for pursuit of such program of enrollment not to exceed five hundred dollars (\$500) per quarter, semester, intensified semester, or like educational period; such student shall be furnished on-campus institution housing and subsistence for each month he or she is enrolled full-time under this program and actually resides in such on-campus facility; provided however, that such undergraduate educational benefits shall not exceed a total of thirty-six (36) months or four (4) nine (9) month periods. Provided further, that the initiation of such educational benefits shall extend for a period of ten (10) years after achieving a high school diploma or its equivalency, or for a period of ten (10) years after the event giving rise to the eligibility for the scholarship, whichever is longer.

(4) The eligible individual shall meet such other educational qualifications as such institution of higher education or professional-technical college has established for other prospective students of this state, as well as any additional educational qualifications established by the state board of education and board of regents of the university of Idaho.

(5) Application for eligibility under this section shall be made to the state board of education and the board of regents of the university of Idaho or the state board of vocational-technical education. The board shall verify the eligibility of the applicant and communicate such eligibility to such person and the affected institution or college.

(6) Affected institutions shall in their preparation of future budgets include therein costs resultant from such tuition, fee, book, equipment, supply, housing and subsistence loss for reimbursement thereof from appropriations of state funds.

(7) For the purposes of this section, a member of the armed forces of the United States is considered totally and permanently disabled if at the time of application a current disability determination made by or recognized by the United States ~~social security administration~~ department of veterans affairs is in effect with respect to such individual.

(8) For the purposes of this section, a public safety officer is considered totally and permanently disabled if at the time of application a current disability determination made by the public

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 8

employee retirement system of Idaho is in effect with respect to such individual.

(9) The state board of education and board of regents of the university of Idaho may adopt rules to implement and administer the scholarship program provided for in this section.

8. Extended Employment Services

SECTION 1. That Section 33-6201, Idaho Code, be, and the same is hereby amended to read as follows:

33-63201. DEFINITIONS. As used in this chapter: (1) "Board" means the state board of education.

(2) "Disability" means a developmental disability as defined in 45 CFR 1325.3 or a learning disability, mental illness, or traumatic brain injury as defined in board rule.

(3) "Division" means the division of vocational rehabilitation.

(4) "Extended employment services" or "EES" means long-term maintenance services that assist participants in maintaining employment or gaining employment skills in preparation for community employment or that provide assistance to adult participants within an industry or a business setting or a community rehabilitation program intended to maintain paid employment. Extended employment services include individual supported employment, group community-based supported employment, and work services.

(5) "Group community-based supported employment" means self-employment or paid employment that is: (a) For a group of no more than eight (8) participants who are paid at least minimum wage and who, because of their disabilities, need ongoing support to maintain employment; (b) Conducted in a variety of community and industry settings where the participants have opportunities to interact with coworkers or others without known paid work supports at least to the extent that those opportunities typically exist in that work setting; (c) Supported by training and supervision needed to maintain that employment; and (d) Not conducted in the work services area of a provider.

(6) "Individual community-supported employment" means self-employment or paid employment:

(a) For which a participant is paid a competitive wage;

(b) For which the participant, because of the participant's disability, needs ongoing support to maintain the employment;

(c) That is conducted in a community or industry setting where persons without known paid work supports are employed; and

(d) Is supported by authorized activities needed to sustain paid work by persons with disabilities, including but not limited to supervision, and training, ~~and transportation.~~

(7) "Individual program plan" means a plan for extended employment services appropriate for an individual participant based on the participant's needs and personal goals.

(8) "Participant" means a person eligible for and enrolled in the ~~extended employment services~~ EES program established pursuant to section 33-6202, Idaho Code.

(9) "Program" means the ~~extended employment services~~ EES program established pursuant to section 33-6202, Idaho Code.

(10) "Provider" means a community rehabilitation program services provider approved by the division to provide extended employment services.

(11) "Work services" means activities, typically conducted on provider premises, intended to assist participants in understanding the value and demands of work and

developing functional capacities that increase or maintain the skill sets of participants to achieve and maintain employment.

SECTION 2. That Section 33-62303, Idaho Code, be, and the same is hereby amended to read as follows:

33-63203. ELIGIBILITY EES PROGRAM ADMINISTRATION. (1) A person is eligible to participate in the program if the person:

(a) Has a disability that constitutes a barrier to maintaining paid employment without long-term vocational support;

(b) Is sixteen (16) years of age or older; and

(c) Is an Idaho resident.

(2) The division ~~may periodically review a participant's eligibility and service level need for the program.~~

~~(a) periodic case review.~~

EES will annually review and evaluate a ~~customer's participant's~~ service level needs, encourage the exercise of informed choice, and address any specific concerns.

~~Additionally,~~

~~The~~An EES ~~program customer participant~~ may request ~~that the~~ EES ~~program~~ conduct an additional review of their case at any time. The process will be collaborative with the ~~customer participant~~ and other stakeholders, as appropriate, and include the exchange of information on the array of employment type options. If appropriate, EES ~~program staff~~ will refer the ~~customer participant~~ to ~~VR the division~~.

(a) ~~EES may conduct a~~ Case file reviews, interviews, and other methods ~~may be used~~ to determine an individual's' service level needs.

(b) ~~EES may refer an individual~~ Individuals may be referred to ~~VR the division~~ or any other program that provides employment, or other supports, that ~~the~~ EES ~~program~~ does not provide.

(c) ~~The~~In order to receive EES services, a participant ~~will must participate either take part in their an annual annually with the EES case review to continue to receive EES services or~~

~~(d) In lieu of the annual case review, the customer may request that the~~ EES ~~P~~program assume the responsibility of developing ~~an their IPP individual program plan with the participant with the customer.~~

(3) Each participant has the right to select the provider used and may choose to receive services from a different provider at any time, subject to provider availability. A participant will contact the EES program manager to request services from a different approved provider. Requests to change providers will be handled confidentially.

(4) Each eligible applicant must be referred to the EES program by the division. If approved, the applicant will receive written notification of EES eligibility.

(5) Group community-based supported employment referral options:

(a) Option A:

(i) Individual provides documentation to the division of a qualifying disability pursuant to section 33-6201(2); and

(ii) The individual participates in a choice meeting facilitated by the division pursuant to 34 CFR 397.40; and

(iii) The individual requests Group community-based supported employment service of an EES Provider and accepts a non-competitive employment placement

or

(b) Group Community-Based Supported Employment - Option B:

(i) Individual provides documentation to the division of a qualifying disability pursuant to section 33-6201(2); and

(ii) The division finds demonstrated need after the individual was found ineligible for federal vocational rehabilitation services pursuant to 34 CFR 397 and section 33-6202 2(b).

(6) Work Service: Non-Competitive or Non-integrated. There are two (2) options for referral to work services. Eligible applicants may participate in one of the following options:

(a) Work Services – Option A:

(i) The individual provides documentation to the division of a qualifying disability pursuant to section 33-6201(2) (not applicable to youth where subminimum wage is applied (per 34 CFR 397)); and

(ii) The individual completes career counseling/information with the division (per 34 CFR 397.40); and

(iii) The individual requests services of an EES provider and accepts a non-integrated non-competitive employment.

(b) Work Services – Option B:

(i) Individual provides documentation to the division that they have of a qualifying disability pursuant to section 33-6201(2); and

(ii) The division establishes demonstrated need after the individual was found ineligible for the federal vocational rehabilitation program pursuant to 34 CFR 397 and section 33-6202(-2)(b), Idaho code.

(iv) For a work services area participants expressing interest in competitive integrated employment, the provider will refer the participant to the division to allow the participant to make an informed decision.

(7) Eligible EES participants receiving services in one category may choose to receive services in the other category if criteria established by the division are met.

(8) An individual who is unable to participate in EES services for any period exceeding ten (10) consecutive calendar days will be placed into interrupted service status. Interrupted service for documented medical reasons may not exceed six (6) months. Interrupted service for non-medical reasons may not exceed three (3) months.

(a) Interrupted service timelines do not apply to competitive integrated employment participants who remain connected to the competitive integrated employment employer.

(b) Interrupted service extended beyond the specified timeframe may result in case closure.

(c) Providers will notify the EES program within five (5) business days of receipt of notice that a participant is not participating in EES services.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 9

(9) Case closures require written notification to the participant by the provider. A good faith effort must be made to notify the participant if the case is closed pursuant to subsection (k). Cases will be closed from the EES program if one or more of the following reasons are met and must include documentation in the case record that supports such reason:

- (a) Participant has moved out of state;
- (b) Participant has retired from employment;
- (c) Participant no longer needs EES services;
- (e) Participant is eligible for or utilizing Medicaid Waiver employment supports for competitive integrated employment;
- (f) Employer is providing long term supports;
- (g) Employment Type Transfer;
- (h) Participant is no longer interested in pursuing employment;
- (i) Participant is medically not released to work for an extended period of time;
- (j) Participant is non-compliant or not following through with EES program requirements;
- (k) Unable to locate or contact participant;
- (l) Participant is deceased.

- (10) When there is a statewide waitlist:
- (a) Applicants will be placed on the waitlist by date of EES eligibility;
 - (b) Service hours for all new participants will be limited to 20 hours per week until such time as there is no longer a waitlist;
 - (c) Service hours for existing participants will be limited to existing authorized hours until such time as there is no longer a waitlist;
 - (d) Exceptions to exceed 20 hours for demonstrated need will be considered by the EES program, contingent upon funding availability.

(11) The division will review EES service rates and contract with a third-party vendor to conduct cost surveys every five (5) years from the base-line year of fiscal year 2020. The division will survey one-hundred (100) percent of providers. EES may terminate or revoke the approval status and discontinue authorizing or purchasing services from providers that refuse or fail to respond to the periodic state surveys.

SECTION 3. That Section 33-6204, Idaho Code, be, and the same is hereby amended to read as follows:

33-6204. COVERED SERVICES -- INDIVIDUAL PROGRAM PLAN. (1) Subject to available funding, the program shall provide the following services to participants, as appropriate:

- (a) ___ Individual community-supported employment;
 - (b) ___ Group community-based supported employment; and
 - (c) ___ Work services.
- (2) ___ The services provided to a participant shall be based on the participant's individual program plan, ~~as developed according to board rule.~~

- (3) Employment services must:
 - (a) Be individually planned by using person-centered principles and person-or people-first language;
 - (b) Provide assistance to participants as unique individuals with varying interests, preferences, and aptitudes. Participants will be continually encouraged to build skills and explore their interests, abilities, and goals relating to employment or career advancement;
 - (c) Be in the most integrated employment setting appropriate to the needs of a participant; and consistent with the choice of the participant regarding services, providers, and goals.
 - (d) Provide the participant compensation for work performed pursuant to federal and state wage and hour laws. Uncompensated or volunteer work is not billable under EES.
 - (e) Safeguard participants against conflicts of interest, whether real or perceived.
 - (f) Allow a participant to pursue an alternate employment type.
 - (i) When a participant expresses interest in an alternate employment type to a provider, the provider will assist the participant with the referral to the division.
 - (ii) Providers already providing an allowable service to a participant may not assist the participant to pursue different employment without first referring the participant to the division.
- (4) Providers are required to report all allegations or suspicions of abuse to the EES program manager, the adult protection authority, and any other entity identified under Section 39-5303, Idaho Code, or by federal law.
- (5) Competitive integrated employment allowable activities are limited to:
 - (a) Competitive integrated employment job coaching that:
 - (i) Increases the participant's independence, inclusion, integration, and opportunities with the competitive integrated employment employer.
 - (ii) Reinforces employer training and expectations.
 - (iii) Develops, encourages, and reinforces natural supports with employer supervisors and co-workers.
 - (iv) Provides short-term additional supports for employer-directed job task changes within the same job title.
 - (v) Ensures job stability and fading as appropriate.
 - (6) Offsite job coaching may be included in an individual's program plan when determined by the individual, provider, and EES to be the most appropriate strategy to meet the participants needs.
 - (7) Provider-directed supervision of a participant will be approved when the general community employer requires it as part of the terms of the participant's employment.
 - (8) Competitive integrated employment employers provide focused mentoring and extended or ongoing job coaching to the individual using the employer's resources.
- (9) Group community-based supported employment allowable activities are limited to:
 - (a) Promoting and advocating for increasing the participant's independence, inclusion, integration, and community employment goals.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 9

(b) Supervising, observing, and job coaching of the participant to maintain employment.

(c) Training for specific job duties and tasks.

(10) Work services area allowable activities are limited to:

(a) Promoting and advocating for increasing the participant's independence, inclusion, integration, and community employment goals.

(b) Supervising, observing, and job coaching of the participant to maintain employment.

(c) Training for specific job duties and tasks.

(d) Training in other skills that increase the participant's employability for group community-based supported employment or competitive integrated employment.

(e) Providing onsite personal assistance.

(f) Providing simulated work training and work activities, including, career counseling/information and referral support services, which assist an individual participant receiving subminimum wage, to participate in career counseling/information and referral provided by the division staff.

(g) Increasing the participant's understanding of various career pathways and expectations of general community employers. These activities will include a component in the greater community, away from the provider-owned facility, where the participant can observe various competitive integrated jobs, based on the participant's interests.

(11) Pre-approved short-term additional supports to address needed supports that exceed the quarterly individual program plan service level, including, but not limited to:

(a) Group transportation delivered by the provider to community-based supported employment participants between home or the provider premises to the group community-based supported employment worksite using provider-insured vehicles. One (1) unit of transportation equals one (1) round trip.

(i) payment to the provider for approved group community-based supported employment transportation at the same mileage rate as the Medicaid non-medical transportation agency rate.

(ii) group community-based supported employment transportation payment will be based on direct route mileage between the group community-based supported employment participant's home or provider premises and the group community-based supported employment worksite, based on one (1) round trip. Providers will submit transportation billing monthly to EES.

b. Work services area transportation. The provider transports a work services area participant between home and the work services area of a provider using provider-insured vehicles. One (1) unit of transportation equals one (1) round trip.

i. EES will issue payment to the provider for approved work services area transportation at the same mileage rate as the Medicaid non-medical transportation agency rate.

ii. Payment for work services area transportation will be based on direct route mileage between the work services area participant's home to the work services area of a provider, based on one (1) round trip. Providers will submit transportation billing monthly to EES.

(12) The following are examples of unallowable services:

a. Initial Training. EES will not fund initial competitive integrated employment or self-employment job training. For current EES participants, the individual will return to the division for initial training and stabilization to determine if it aligns with the participant's skills and abilities, level of pay, benefits, etc. Providers may not make this determination.

b. Recreational Activities. Recreational activities include, but not limited to, parties, social gatherings, outings, and community events outside of work schedule and employer requirements.

c. Day Habilitation Activities. Activities typically conducted by an adult day services setting include, but are not limited to crafts, movies, relaxation, and outings.

d. Unwarranted Career Exploration/Training. Career exploration or career training activities provided to individuals opposed to pursuing competitive integrated employment. EES will authorize a maximum of two (2) Career Exploration activities annually before requiring an amended individual program plan with updated goals to reflect the participant's interest in pursuing competitive integrated employment.

e. Unqualified Services. Supports for which the provider's individual staff is unqualified to perform include, but not limited to, professional counseling (e.g., suicide counseling, grief counseling, and marriage or relationship counseling) and medical services (e.g., medication management, medical services, and medical transportation).

f. Personal Supports. Personal supports are activities that support staff would provide on an ongoing basis to ensure an employment requirement (e.g., daily reminder phone calls for hygiene needs or other personal care needs). Personal needs are needed regardless of employment status.

g. Comparable Services. Any available service provided by another government program, which may require an individual to apply for such services. EES may request documentation of application and denial of comparable services.

(13) Service provision, Development of individual program plan.

a. The participant and provider will develop the participant's individual program using the EES template. The individual program plan will include a brief summary of the participant's involvement.

b. Individual program plans must be signed by the participant, or legal guardian if appropriate, and the provider staff who assisted with the plan preparation.

c. The provider will not receive payment for any services provided without an EES approved individual program plan.

d. Providers are not required to provide services after an individual program plan expires.

(14) An individual program plan must use person-centered principles and people first language and detail vocational goals, corresponding meaningful measurable objectives, and the participant's desired employment outcomes. A participant's individual program plan goals will be discussed, modified, revised, and updated yearly, based on data from the participant's progress reports to help the participant achieve employment goals.

a. Group community-based supported employment measurable objectives are specific to achieving an employment goal, not specific to a task. Employment goals will specify if the participant wants to maintain current employment type or has a desire to pursue a different employment type within a specific timeframe.

b. Competitive integrated employment measurable objectives may be specific to an employment goal or a task, based on the employee job description.

(15) The participant's provider is responsible for submission of the individual program plan to the EES program. EES will either accept the individual program plan as submitted or may require revisions to the individual program plan before approval. If a conflict of interest exists, EES will assume responsibility to complete the individual program plan. Timelines for submission of the individual program plan are detailed in the Provider Agreement and the Participant Rights & Responsibilities document.

(16) The participant and provider will review progress toward vocational goals and next steps necessary to meet vocational goals. The participant will sign the report to acknowledge review of it. The provider will submit a semi-annual progress report for each participant to the EES program for the six (6) months after the individual program plan start date, due no later than seven (7) months after the individual program plan start date. The provider will submit an annual progress report for the twelve (12) months after the individual program plan start date, due no later than thirteen (13) months after the individual program plan start date. Failure to submit the progress report in a timely manner means the provider is out of compliance with these and is subject to administrative review and corrective action.

SECTION 4. That Section 33-6205, Idaho Code, be, and the same is hereby amended to read as follows:

33-6205. EES PROVIDERS -- REQUIREMENTS -- REVOCATION OF APPROVAL -- AGREEMENT REVIEW. (1) ~~The division shall approve any person or entity before such person or entity may provide e~~Extended employment services providers must be approved by the division prior to under the participation in the program. The division shall enter an agreement with each approved program provider. The agreement shall specify: 3

(a) Requirements for the provider;
(b) Services to be offered by the provider;
(c) Scope of work under the agreement;
(d) Service fees; and
(e) Other terms, conditions, and provisions as determined by the division ~~and agreed to by the provider.~~

(2) The division may terminate or revoke the approval status and discontinue authorizing or purchasing services from providers for actions in violation of the agreement ~~or rules promulgated by the board.~~

(3) A provider agreement shall be reviewed annually by the division and is subject to revision as required by the division ~~in cooperation with providers.~~

(4) Providers must maintain EES participant files for five (5) years from the last date of service.

(5) EES may audit billing records and other documentation submitted by providers to verify the accuracy of such records.

(6) EES may deny, revoke, or recover service payments if the provider fails to comply with the terms of the Provider Agreement.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 9

(7) Provider qualifications and requirements are outlined in the EES pProvider aAgreement. Basic provider requirements include, but are not limited to:

(a) Providers must be accredited by approved national or regional accrediting body, specific to vocational supports for individuals with disabilities. Approved EES accrediting bodies will be published annually to the division's website.

(c) Providers must remain in good standing with their accreditor.

(e) Providers must ensure staff that deliver EES services have 40 hours or more of employment supports training annually; maintain first aid and CPR certification and pass a criminal history background check annually.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

SUBJECT

Proposed Rule, Docket 08-0102-2101 – Rules Governing Postsecondary Credit Scholarship Program

REFERENCE

August 2016	Board approved a temporary and proposed rule setting out the application requirements for the Postsecondary Credit Scholarship.
November 2016	Board approved pending rule, Docket 08-0102-1601.
November 2019	Board approved omnibus pending rule, Docket 08-0000-1900 reauthorizing all non-fee administrative rules in IDAPA 08.
June 2021	Board approved omnibus temporary rule, Docket 08-0000-2100 reauthorizing all non-fee administrative rules in IDAPA 08.

APPLICABLE STATUTES, RULE OR POLICY

IDAPA 08.01.02
Section 33-4605, Idaho Code
Executive Order 2020-01

BACKGROUND/DISCUSSION

HB 477a (2016) enacted Section 33-4605, Idaho Code, which created a new state administered scholarship titled the Postsecondary Credit Scholarship. The new program provides a scholarship to all students who have earned ten (10) or more postsecondary credits at the time of high school graduation and can meet the matching scholarship requirements. Students who earn more than ten (10), but less than twenty (20) credits will be eligible for up to two thousand dollars (\$2,000) spread over two (2) years. Students who earn twenty (20) or more credits but do not earn an associate degree at the time of high school graduation are eligible for up to four thousand dollars (\$4,000) spread over two (2) years. Students who earn an associate degree at the time of high school graduation are eligible for up to eight thousand dollars (\$8,000) spread over two (2) years. The final amount of the scholarship is subject the student having obtained a matching business or industry academic merit-based scholarship. Pending rule, Docket 08-0102-1601, created a new section of Administrative Code similar to the Opportunity Scholarship section that set out the administrative procedures for applying for the Postsecondary Credit Scholarship and provided clarification around the required business or industry matching scholarship.

Executive Order 2020-01, Zero Based Regulations, creates an ongoing review process for all existing rules as of June 30, 2020. Each rule chapter is required to be reviewed by the agency that promulgated the rule according to a schedule established by the Division of Financial Management (DFM) no later than legislative adjournment *sine die* in 2026. The agency review schedule is required to be staggered across agencies and within agencies with five or more rule

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

chapters. Administrative rules promulgated under the Board's authority include IDAPA 08, IDAPA 55, and IDAPA 47. The Board's administrative rules review schedule may be found at www.dfm.idaho.gov (<https://dfm.idaho.gov/about/RegulatoryDocs/ZBR%20Rule%20Review%205%20Year%20Schedule%205.20.2021.pdf>). For the 2021-2022 rulemaking cycle the following rules were identified for review, IDAPA 08.01.02, 08.01.10 and 08.02.03. In addition to these sections of rule being reviewed, DFM and the State Office of Administrative Rules have enacted new procedures requiring any rulemaking within a chapter to be consolidated in a single Docket. In past years the Board could consider multiple rule Dockets from the same IDAPA chapter in different dockets, based on each subject contained in that chapter. As an example, in the past the Board could consider a Docket amending IDAPA 08.02.01.100 and a separate Docket with amendments to IDAPA 08.02.01.800. Now all amendments to IDAPA 08.02.01 must be consolidated in a single Docket for IDAPA 08.02.01.

The Zero Based Regulations process requires the Board review each IDAPA chapter on a schedule set by DFM, over a five year period, and remove any unnecessary language that duplicates language or provisions in Idaho Code; remove any unnecessary language (e.g. orphaned definitions, redundant language, etc.); move any agency procedures or provisions that can be established through the agencies' policies and procedures; and to simplify and streamline where possible.

In addition to the "normal" promulgation of administrative rule amendments and the requirements of Executive Order 2020-01, the Legislature failed to extend previously codified rules during the 2021 legislative session. This resulted in the need for the Board to promulgate temporary rules reauthorizing previously codified sections of administrative rule at the June Regular Board meeting. When the Board considers pending rules in the fall, rule amendments promulgated through the negotiated rulemaking process will be combined with pending rules for the other sections of administrative rules that need to be reauthorized.

Proposed amendments remove definitions and provisions that are duplicative of provisions established in the enabling statute, Section 33-4605, Idaho Code.

IMPACT

The approval of this proposed rule will set out the administrative procedures and clarify requirements for the new Postsecondary Credit Scholarship.

ATTACHMENTS

Attachment 1 – Proposed Rule, Docket Number 08-0102-2101

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Formal negotiated rulemaking requires a notice of intent to promulgate rules. The notice of intent for Docket 08-0102-2101 was published in the July 7, 2021 Administrative Bulletin. The deadline published in the Notice of Intent for

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

requesting participation in the negotiated rulemaking was July 14, 2021. Negotiated rulemaking provides the opportunity for the public to participate in the drafting of proposed rules prior to the rules coming to the Board for consideration. In addition to being published in the Administrative Bulletin, an email was sent to education stakeholders notifying them of the intent to promulgate amendments to this section of rule. No one requested to participate in the negotiated rulemaking process for this rule. Proposed rules approved by the Board are published in the Administrative Bulletin followed by a 21 day public comment period. At the close of the 21 day comment period rules are returned to the Board for consideration as a pending rule. Pending rules approved by the Board are submitted to the Legislature for consideration during the upcoming legislative session. The Legislature may accept or reject all or a portion of the rules presented for consideration. Those rules that are not rejected become effective at the end of the legislative session in which they are submitted.

Staff recommends approval.

BOARD ACTION

I move to approve the proposed rule docket number 08-0102-2101, as submitted in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

IDAPA 08 – STATE BOARD OF EDUCATION

08.01.02 – RULES GOVERNING THE POSTSECONDARY CREDIT SCHOLARSHIP PROGRAM

000. LEGAL AUTHORITY.

In accordance with Sections 33-105, 33-4601A, and 33-4605, Idaho Code the State Board of Education (Board) is authorized to promulgate rules implementing the provisions of Title 33, Chapter 46, Idaho Code. (7-1-21)T

001. SCOPE.

These rules constitute the requirements for the Postsecondary Credit Scholarship Program. (7-1-21)T

002. -- 009. (RESERVED)

010. DEFINITIONS.

For the purposes of this section the following definitions apply: (7-1-21)T

01. Board. Idaho State Board of Education. (7-1-21)T

02. Business Scholarship. A competitive scholarship awarded from a business entity registered with the Idaho Secretary of State or other state or federal entity that registers businesses and whose purpose is not postsecondary education nor is the entity affiliated with a postsecondary educational institution; or an association representing businesses as described herein. (7-1-21)T

03. Executive Director. Executive Director for the Idaho State Board of Education. (7-1-21)T

04. Grade Point Average (GPA). Average secondary grade earned by a student, figured by dividing the grade points earned by the number of credits attempted. (7-1-21)T

05. Industry Scholarship. A competitive scholarship in which the recipient must enter into a program of study for a specific occupational area. (7-1-21)T

011. -- 100. (RESERVED)

101. APPLICATION PROCESS.

01. Initial Applications. ~~An eligible student must complete and submit the scholarship program application to the Board electronically on or before the date specified in the application, but not later than June 1 for guaranteed consideration of an award during the proceeding fall academic term. An applicant without electronic capabilities may submit an application on the form established by the Executive Director through the United States Postal Service. Applications received, or postmarked after March 1 of each year must be received at least 60 days prior to the start of the term for which the applicant has enrolled for consideration during the next academic term. Applications must be made on a form and in the timelines set by the Executive Director.~~
_____(7-1-21)T

~~**02. Communication with State Officials.** Failure to respond within the specified time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved and approved by the Executive Director or designee.~~
_____(7-1-21)T

102. -- 299. (RESERVED)

300. SCHOLARSHIP AWARDS.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

01. Selection Process. Scholarship awards will be based on the availability of scholarship program funds. In the event more eligible applications are received than funds are available, ~~those applications received by June 1 of each year~~ will be awarded based on their GPA ranking. ~~Applications received after June 1 of each year will only be considered after all initial applications have been processed and awardees have accepted or rejected their awards, and will be based on their GPA ranking.~~ (7-1-21)T

~~**02. Monetary Value of the Opportunity Scholarship.** The monetary value of the award will be based on the maximum amount the applicant is eligible to receive based on the number of postsecondary credits accepted by the institution they attend and the amount of the matching scholarship for each year they are eligible. The award amount shall not be more than the matching merit-based business or industry scholarship received by the applicant within the limits of the maximum eligible amount.~~ (7-1-21)T

03. Payment. Payment of scholarship award will be made in the name of the recipient and will be sent to the designated official at the eligible Idaho postsecondary educational institution in which the recipient is enrolled. The official must transmit the payment to the recipient student's account within a reasonable time following receipt of the payment. (7-1-21)T

~~**04. Duration.** Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to, or on behalf of, a scholarship recipient. The scholarship is valid for up to four (4) educational years from the date the recipient graduated from high school. Awards are contingent on annual appropriations by the legislature and continued eligibility of the student.~~ (7-1-21)T

~~**05. Eligibility.** If a student receives a scholarship payment and it is later determined that the student did not meet all of the scholarship program eligibility requirements, then the student is considered in overpayment status, and the remaining program funds must be returned to the Office of the State Board of Education.~~ (7-1-21)T

301. CONTINUING ELIGIBILITY.

To remain eligible for the scholarship, the recipient must comply with all of the provisions of the scholarship program and these rules, including the following requirements. (7-1-21)T

~~**01. Interruption of Continuous Enrollment.** A student may request an interruption of continuous enrollment for eligible students due to military service in the United States armed forces, medical circumstances, or extenuating circumstances approved by the Executive Director. A scholarship recipient whose continuous enrollment is interrupted for more than four (4) months but less than two (2) years for any reason and who intends to re-enroll in an eligible Idaho postsecondary educational institution must file a letter of intent to withdraw no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance to the Office of the State Board of Education. Failure to do so may result in forfeiture of the scholarship. In addition, the individual must file a statement with the Board declaring his intent to re-enroll as a full-time student in an academic or career technical program in an eligible Idaho postsecondary educational institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll and within two (2) years of the approval of the request to withdraw. Failure to do so will result in forfeiture of the scholarship unless an extension has been granted. All requests for extension must be made sixty (60) days prior to the start of the succeeding academic year. At no time may the extension extend beyond the expiration period of the scholarship. At no time may the scholarship award eligibility be extended beyond four (4) years from the date the student graduated from high school.~~

(7-1-21)T

302. -- 999. (RESERVED)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

SUBJECT

Proposed Rule, Docket 08-0110-2101 – Idaho College Work Study Program

REFERENCE

August 2012	Board approved a proposed rule amending the funding distribution formula for Idaho College Work Study funds.
November 2012	Board approved pending rule, Docket 08-0110-1201.
November 2019	Board approved omnibus pending rule, Docket 08-0000-1900 reauthorizing all non-fee administrative rules in IDAPA 08.
June 2021	Board approved omnibus temporary rule, Docket 08-0000-2100 reauthorizing all non-fee administrative rules in IDAPA 08.

APPLICABLE STATUTES, RULE OR POLICY

Idaho Administrative Code, IDAPA 08.01.10
Section 33-4401 through 33-4409, Idaho Code
Executive Order 2020-01

BACKGROUND/DISCUSSION

The Idaho work study program is an employment program designed to allow resident students with financial need to earn funds to assist in attending accredited institutions of higher education in Idaho or resident students with educational need to obtain work experience related to the student's course of academic study.

Executive Order 2020-01, Zero Based Regulations, creates an ongoing review process for all existing rules as of June 30, 2020. Each rule chapter is required to be reviewed by the agency that promulgated the rule according to a schedule established by the Division of Financial Management (DFM) no later than legislative adjournment *sine die* in 2026. The agency review schedule is required to be staggered across agencies and within agencies with five or more rule chapters. Administrative rules promulgated under the Board's authority include IDAPA 08, IDAPA 55, and IDAPA 47. The Board's administrative rules review schedule may be found at www.dfm.idaho.gov (<https://dfm.idaho.gov/about/RegulatoryDocs/ZBR%20Rule%20Review%205%20Year%20Schedule%205.20.2021.pdf>). For the 2021-2022 rulemaking cycle the following rules were identified for review, IDAPA 08.01.02, 08.01.10 and 08.02.03. In addition to these sections of rule being reviewed, DFM and the State Office of Administrative Rules have enacted new procedures requiring any rulemaking within a chapter to be consolidated in a single Docket. In past years the Board could consider multiple rule Dockets from the same IDAPA chapter in different dockets, based on each subject contained in that chapter. As an example, in the past the Board could consider a Docket amending IDAPA 08.02.01.100 and a separate Docket with amendments to IDAPA 08.02.01.800. Now all amendments to IDAPA 08.02.01 must be consolidated in a single Docket for IDAPA 08.02.01.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

The Zero Based Regulations process requires the Board review each IDAPA chapter on a schedule set by DFM, over a five year period, and remove any unnecessary language that duplicates language or provisions in Idaho Code; remove any unnecessary language (e.g. orphaned definitions, redundant language, etc.); move any agency procedures or provisions that can be established through the agencies' policies and procedures; and to simplify and streamline where possible.

In addition to the "normal" promulgation of administrative rule amendments and the requirements of Executive Order 2020-01, the Legislature failed to extend previously codified rules during the 2021 legislative session. This resulted in the need for the Board to promulgate temporary rules reauthorizing previously codified sections of administrative rule at the June Regular Board meeting. When the Board considers pending rules in the fall, rule amendments promulgated through the negotiated rulemaking process will be combined with pending rules for the other sections of administrative rules that need to be reauthorized.

Proposed amendments remove definitions and provisions that are duplicative of provisions established in the enabling statutes, chapter 44, title 33, Idaho Code. After a thorough review of the provisions contained in IDAPA 08.01.10, the only provisions that did not duplicate what was already established in Idaho statute and are proposed to be retained are the reporting requirement and distribution methodology of the state funds, allocation of funds, provisions for carrying over funds, and the provision allow the Board office to conduct periodic audits of the program.

IMPACT

The approval of this proposed rule will allow the rule to be published in the Administrative Bulletin, at which time the 21-day public comment period will start.

ATTACHMENTS

Attachment 1 – Proposed Rule, Docket Number 08-0110-2101

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Formal negotiated rulemaking requires a notice of intent to promulgate rules. The notice of intent for Docket 08-0102-2101 was published in the July 7, 2021 Administrative Bulletin. The deadline published in the Notice of Intent for requesting participation in the negotiated rulemaking was July 14, 2021. Negotiated rulemaking provides the opportunity for the public to participate in the drafting of proposed rules prior to the rules coming to the Board of consideration. In addition to being published in the Administrative Bulletin, an email was sent to education stakeholders notifying them of the intent to promulgate amendments to this section of rule. No one requested to participate in the negotiated rulemaking process for this rule. Proposed rules approved by the Board are published in the Administrative Bulletin followed by a 21 day public comment period. At the close

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

of the 21 day comment period rules are returned to the Board for consideration as a pending rule. Pending rules approved by the Board are submitted to the Legislature for consideration during the upcoming legislative session. The Legislature may accept or reject all or a portion of the rules presented for consideration. Those rules that are not rejected become effective at the end of the legislative session in which they are submitted.

Staff recommends approval.

BOARD ACTION

I move to approve the proposed rule docket number 08-0110-2101, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

08.01.10 – IDAHO COLLEGE WORK STUDY PROGRAM

000. LEGAL AUTHORITY.

The following rules are made under authority of Sections 33-105, 33-107, and 33-4402, Idaho Code, to implement the provisions of Chapter 44, Title 33, Idaho Code. (7-1-21)T

001. SCOPE.

This rule establishes the administrative procedures necessary to implement a student financial and educational aid program as called for by Chapter 44, Title 33, Idaho Code. (7-1-21)T

002. -- 100. (RESERVED)

~~**101. INSTITUTIONAL PARTICIPATION.**~~

~~In order to participate in the program during a specific fiscal year, eligible institutions shall: (7-1-21)T~~

~~**01. Annual Application.** Submit to the Office of the State Board of Education an annual application on or before the November 1 preceding the beginning of the fiscal year. (7-1-21)T~~

~~**02. Enrollment Form.** Submit to the Office of the State Board of Education a properly completed and accurate Student Enrollment Form (PSR-1) for the fall semester prior to the previous fiscal year. The required PSR-1 shall be submitted each February as directed by the Office of the State Board of Education. (7-1-21)T~~

~~**03. Educational Need.** Eligible postsecondary institutions participating in the educational need, work experience portion of the work study program shall submit to the Office of the State Board of Education, on or before August 1 preceding the beginning of the academic year, requirements for determining educational need, in accordance with Section 33-4405, Idaho Code, and Section 107 of this chapter. (7-1-21)T~~

102. ALLOCATION OF FUNDS.

Funds appropriated to the Office of the State Board of Education for the Idaho College Work Study Program shall be allocated to participating institutions based on enrollment data submitted by each institution on the Student Enrollment Form (PSR-1) for the fall semester prior to the previous fiscal year of participation. The allocation shall be based on the appropriation for that fiscal year multiplied by an enrollment factor. The enrollment factor shall be calculated by dividing the headcount of resident degree-seeking students at the participating institutions by the total headcount of resident degree-seeking students for all participating institutions. (7-1-21)T

103. (RESERVED)

104. AUDIT.

Participating institutions shall agree in advance to submit to regular, periodic audits by the legislative auditor ~~and or~~ the ~~internal~~ auditor ~~of for~~ the Office of the State Board of Education to ensure compliance with the statutes, rules, and policies governing the Idaho College Work Study Program, including provision of accurate enrollment information. (7-1-21)T

~~**105. DISTRIBUTION OF FUNDS.**~~

~~Funds allocated to participating institutions for a specific fiscal year by the Office of the State Board of Education shall be distributed to the institution during the fall term for the academic year. (7-1-21)T~~

106. CARRYOVER FUNDS.

Participating institutions may carry over up to ten percent (10%) of the work study program funds received in one fiscal year to the next fiscal year, provided however, that any carryover funds shall be used exclusively in the work study program. Any unexpended funds in excess of the ten percent (10%) provided herein shall be returned to and redistributed by the Office of the State Board of Education. (7-1-21)T

~~107. — EDUCATIONAL NEED; WORK EXPERIENCE.~~

~~01. — Determination of Educational Need. Requirements for determining educational need shall be formulated by each participating institution, subject to review by the State Board of Education. In reviewing such requirements, the State Board of Education will consider the following minimum guidelines: (7-1-21)T~~

~~a. — The requirement that the work experience be related to the student's "field of study" shall mean the student's declared major or minor or, if a vocational student, a specific vocational program for which the student is seeking a degree, certificate, or license. "Field of study" may also include a specific course or academic or vocational project which complements the student's major, minor, or vocational program, provided the student obtains a written statement from an advisor or the professor or instructor of the specific course or project that the work experience proposed is related to, and will complement the major, minor, or vocational programs which the student is pursuing. (7-1-21)T~~

~~b. — The financial resources of the student, including but not limited to individual or family income, may not be considered in determining eligibility. (7-1-21)T~~

~~c. — In addition to the above, participating institutions which are controlled by sectarian organizations are subject to the following constitutional and statutory restrictions: (7-1-21)T~~

~~i. — No student may participate whose course of study is sectarian in nature or who is pursuing an educational program leading to a baccalaureate or other degree in theology or divinity. (7-1-21)T~~

~~ii. — Students at such participating institutions may participate only in the off-campus work experience portion of the program. (7-1-21)T~~

~~iii. — Off-campus employment may not be located at, or be performed on behalf of, a church, sectarian or religious organization, religious denomination, sect, or society, whether incorporated or unincorporated. (7-1-21)T~~

~~108. — 999. — (RESERVED)~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

SUBJECT

Proposed Rule, Docket 08-0201-2102 – Rules Governing Administration

REFERENCE

August 2019	Board considered and rejected a proposed rule, Docket 08-0102-1901, setting reporting requirements for enrollment FTE and directed staff to bring back a temporary rule at the conclusion of planned visits in each of the regions to gather feedback.
October 2019	Board approved temporary rule establishing the enrollment FTE in a substantially similar format as presented at the Regular August Board meeting.
August 2020	Board postponed action on a temporary and proposed rule that would allow FTE student enrollment to be used to calculate average daily attendance for funding purposes.
December 2020	Board approved pending rule Docket 08-0201-2001, establishing FTE enrollment reporting methodology and approved temporary rule Docket 08-0201-2002 allowing FTE enrollment to be used to calculate average daily attendance.
November 2020	Board approved amendment to temporary and pending rules updating the FTE enrollment methodology.
June 2021	Board approved omnibus temporary rule, Docket 08-0000-2100 reauthorizing all non-fee administrative rules in IDAPA 08.

APPLICABLE STATUTES, RULE OR POLICY

Idaho Administrative Code, IDAPA 08.02.01
Sections 33-1001, 33-1002, 33-1003, 33-1003A, 33-1027, 33-1028, and 33-1619,
Idaho Code
Executive Order 2020-01

BACKGROUND/DISCUSSION

Executive Order 2020-01, Zero Based Regulations, creates an ongoing review process for all existing rules as of June 30, 2020. Each rule chapter is required to be reviewed by the agency that promulgated the rule according to a schedule established by the Division of Financial Management (DFM) no later than legislative adjournment *sine die* in 2026. The agency review schedule is required to be staggered across agencies and within agencies with five or more rule chapters. Administrative rules promulgated under the Board's authority include IDAPA 08, IDAPA 55, and IDAPA 47. The Board's administrative rules review schedule may be found at www.dfm.idaho.gov (<https://dfm.idaho.gov/about/RegulatoryDocs/ZBR%20Rule%20Review%205%20Year%20Schedule%205.20.2021.pdf>). For the 2021-2022 rulemaking cycle the following rules were identified for review, IDAPA 08.01.02, 08.01.10 and 08.02.03.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

DFM and the State Office of Administrative Rules have enacted, starting with the current year, new procedures requiring any rulemaking within a chapter to be consolidated in a single Docket. In past years the Board could consider multiple rule Dockets from the same IDAPA chapter in different dockets, based on each subject contained in that chapter. As an example, in the past the Board could consider a Docket amending IDAPA 08.02.01.100 and a separate Docket with amendments to IDAPA 08.02.01.800. Now all amendments to IDAPA 08.02.01 must be consolidated in a single Docket for IDAPA 08.02.01.

The Zero Based Regulations process requires the Board review each IDAPA chapter on a schedule set by DFM, over a five year period, and remove any unnecessary language that duplicates language or provisions in Idaho Code; remove any unnecessary language (e.g. orphaned definitions, redundant language, etc.); move any agency procedures or provisions that can be established through the agencies' policies and procedures; and to simplify and streamline where possible.

In addition to the "normal" promulgation of administrative rule amendments and the requirements of Executive Order 2020-01, the Legislature failed to extend previously codified rules during the 2021 legislative session. This resulted in the need for the Board to promulgate temporary rules reauthorizing previously codified sections of administrative rule at the June Regular Board meeting. When the Board considers pending rules in the fall, rule amendments promulgated through the negotiated rulemaking process will be combined with pending rules for the other sections of administrative rules that need to be reauthorized.

During the 2020-2021 school year, in response to the COVID-19 Pandemic, the Board approved a temporary rule allowing Average Daily Attendance to be calculated based on weekly full-time equivalent enrollment. This amendment was requested due to the difficulty school districts and charter schools were facing in accurately counting student attendance as a result of the pandemic. Schools were facing situations where they were providing instruction in a myriad of ways in order to keep their students safe and implement social distancing. This included completely online options, hybrid (online and in-person) options, and completely in-person options. During this same time, those schools who provided at least some form of in-person instruction were also faced with groups of students that had to quarantine for short periods of time due to exposure to COVID-19. By implementing the temporary rule the Board provided a level of stability in reporting Average Daily Attendance from week to week. That temporary rule expired June 30, 2021 and the methodology for calculating Average Daily Attendance shifted back to the daily attendance of students based on 2/5 hour and 4 hour increments.

In addition to the attendance and enrollment reporting requirements, this chapter of IDAPA 08 also covers other administrative tasks that impact school districts and charter schools. These include reporting requirements as well as annual planning requirements, petitions for changing school district boundaries, minimum policy

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

requirements and more. With the movement of Idaho's K-12 portion of the state longitudinal data system (commonly referred to as ISEE) in to the Office of the State Board of Education, staff have identified some challenges tied to timelines for submitting, correcting, and validating data. Amendments to this section include establishing a framework for schools to validate and correct their data as well as timing for which data is used in statewide reporting.

Additional amendments include moving references to the unique education identifier from IDAPA 08.02.03 to this section of rule so that all of the data components are in the same chapter and removing references to college and career advising plans and literacy interventions plans that were removed from statute with the passage of HB 222 (2021).

IMPACT

The approval of this proposed rule will allow the rule to be published in the Administrative Bulletin, at which time the 21-day public comment period will start.

ATTACHMENTS

Attachment 1 – Proposed Rule, Docket Number 08-0201-2102

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Formal negotiated rulemaking requires a notice of intent to promulgate rules. The notice of intent for Docket 08-0102-2101 was published in the July 7, 2021 Administrative Bulletin. The deadline published in the Notice of Intent for requesting participation in the negotiated rulemaking was July 14, 2021. Negotiated meetings were held the week of August 2nd. Negotiated rulemaking provides the opportunity for the public to participate in the drafting of proposed rules prior to the rules coming to the Board of consideration. In addition to being published in the Administrative Bulletin, an email was sent to education stakeholders notifying them of the intent to promulgate amendments to this section of rule. Proposed rules approved by the Board are published in the Administrative Bulletin followed by a 21 day public comment period. At the close of the 21 day comment period rules are returned to the Board for consideration as a pending rule. Pending rules approved by the Board are submitted to the Legislature for consideration during the upcoming legislative session. The Legislature may accept or reject all or a portion of the rules presented for consideration. Those rules that are not rejected become effective at the end of the legislative session in which they are submitted.

Staff recommends approval.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

BOARD ACTION

I move to approve the proposed rule docket number 08-0201-2102, as submitted in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

08.02.01 – RULES GOVERNING ADMINISTRATION

000. LEGAL AUTHORITY.

All rules in IDAPA 08.02.01, “Rules Governing Administration,” are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under Sections 33-101, 33-105, 33-107, 33-116, 33-117, 33-308, 33-320, 33-310B, 33-512, 33-513, 33-905, 33-1279, 33-1403, 33-1405, 33-2004 and Chapter 10, Title 33, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (7-1-21)T

001. SCOPE.

Uniform and thorough standards and governance by the State Board of Education for the establishment and maintenance of a general, uniform and thorough system of public education. (7-1-21)T

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, any written interpretations of the rules of this chapter are available at the Office of the State Board of Education located at 650 W. State St., Room 307, Boise, Idaho 83702. (7-1-21)T

003. -- 006. (RESERVED)

007. WAIVERS.

The State Board of Education may grant a waiver of any rule not required by state or federal law to any school district upon written request. The Board will not grant waivers of any rule required by state or federal law. State and federal law includes case law (including consent decrees), statutes, constitutions, and federal regulations. (7-1-21)T

008. DEFINITIONS.

01. Course. A unit of instruction that may be determined based on the amount of instructional time or predetermined level of content and course outcomes. (7-1-21)T

02. Virtual Course. A course where instruction is provided in an on-line ~~or virtual~~ format and does not necessarily include face-to-face instruction. (7-1-21)T

009. -- 049. (RESERVED)

050. ALTERING SCHOOL DISTRICT BOUNDARIES.

The State Board of Education sets forth the following rules to govern the application and hearing procedures for alteration of school boundaries pursuant to Section 33-308, Idaho Code. A written application from the person or persons requesting alteration of school district boundaries, including the reasons for making the request, will be submitted to the State Board Department of Education. ~~The application shall also contain that information as required by Section 33-308, Idaho Code.~~ (7-1-21)T

01. Written Statement of Support. A written statement supporting or opposing the proposed alteration will be prepared by each board of trustees no later than ten (10) days following its first regular meeting held following receipt of the written application prepared by the person or persons requesting the alteration. Such request and supporting materials shall be forwarded to the Superintendent of Public Instruction. (7-1-21)T

02. Review of Request. The Superintendent of Public Instruction shall appoint a hearing officer in accordance with State Board of Education Governing Policies and Procedures to review the proposed alteration of boundaries. (7-1-21)T

03. Criteria for Review of Request. The hearing officer shall review the proposed alteration of

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

boundaries taking into account the following criteria:

(7-1-21)T

a. Will the alteration as proposed leave a school district with a bonded debt in excess of the limit proscribed by law;

(7-1-21)T

b. Is the proposed alteration in the best interests of the children residing in the area described in the petition. In determining the best interests of the children the hearing officer shall consider all relevant factors which may include:

(7-1-21)T

i. The safety and distance of the children from the applicable schools;

(7-1-21)T

ii. The views of the interested parties as these views pertain to the interests of the children residing in the petition area;

(7-1-21)T

iii. The adjustment of the children to their home and neighborhood environment; and

(7-1-21)T

iv. The suitability of the school(s) and school district which is gaining students in terms of capacity and community support.

(7-1-21)T

04. Market Value. The market value, for tax purposes, of the two (2) districts prior to the requested transfer and of the area proposed to be transferred will be provided.

(7-1-21)T

05. Decision by State Board Education. The recommendation from the hearing on the matter shall be forwarded to the State Board of Education for decision in accordance with the Board's Governing Policies and Procedures.

(7-1-21)T

06. Additional Information. The applicant may submit any additional information which is deemed to be appropriate in assisting the State Board of Education to make the decision.

(7-1-21)T

051. -- 149. (RESERVED)

150. DEVIATION FROM STANDARD EMPLOYMENT CONTRACT FORM.

The State Superintendent of Public Instruction has approved a standard employment contract form. Any deviation from this contract form must be approved by the State Superintendent of Public Instruction and reviewed for reapproval once every three (3) years.

(7-1-21)T

151. -- 199. (RESERVED)

200. EMERGENCY CLOSURE - TEACHER STRIKE OR WITHHOLDING OF SERVICE.

The State Board of Education does not recognize a teacher strike or the withholding of service as sufficient cause to declare an emergency closure. The primary concern of the State Board of Education is for the instructional program available to students.

(7-1-21)T

201. -- 249. (RESERVED)

250. PUPIL ACCOUNTING AND REQUIRED INSTRUCTIONAL TIME.

~~01. Required Instructional Time. Excluding transportation to and from school, lunch periods, passing times, and recess, schools must schedule at least the following instructional times: kindergarten, four hundred fifty (450) hours per year or equivalent amount of instruction through an online, distance, or blended learning format; grades one through three (1-3), eight hundred ten (810) hours per year or equivalent amount of instruction through an online, distance, or blended learning format; grades four through eight (4-8), nine hundred (900) hours per year or equivalent amount of instruction through an online, distance, or blended learning format; and grades nine through twelve (9-12), nine hundred ninety (990) hours per year or equivalent amount of instruction through an online, distance, or blended learning format. The equivalent amount of instruction shall be based on the amount of time~~

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

~~reported for the same course or amount of coursework delivered in an in-person setting. (7-1-21)T~~

~~**02. Required Attendance.** All pupils will complete four (4) years of satisfactory attendance in grades nine through twelve (9-12) to graduate from an accredited high school, except those who are approved for early graduation. (7-1-21)T~~

0301. Day in Session When Counting Pupils in Attendance. (7-1-21)T

a. A school day for grades one through twelve (1-12) may be counted as a “day in session” when the school is in session and students are under the guidance and direction of teachers in the teaching process for not less than four (4) hours or its equivalent of instruction per day. Lunch periods, breaks, passing time and recess will not be included in the four (4) hours. For kindergarten, each session will be at least two and one-half (2 1/2) hours per day. (7-1-21)T

b. Half-day Session. A half-day in session occurs when the students in grades one through twelve (1-12) are under the guidance and direction of teachers in the teaching process for a minimum of two and one-half (2 1/2) hours or its equivalent of instruction or the teachers are involved in staff development activities for not less than two and one-half (2 1/2) hours. Students attending less than a half-day in session may have their hours aggregated by week for reporting purposes. (7-1-21)T

~~c. Teacher In-service Activities. For grades one through twelve (1-12), not more than twenty-two (22) hours may be utilized for teacher in-service activities, based on the district approved calendar. In the event a school district chooses to utilize full days instead of half days, the attendance reported for these full days will be the average of the attendance for the other days of that same week. (7-1-21)T~~

0402. Day of Attendance - Kindergarten. A day of attendance for a kindergarten pupil is one in which a pupil is under the direction and guidance of a teacher while school is in session or under homebound instruction. A homebound student is one who is unable to attend school for at least ten (10) consecutive days due to illness, accident or an unusual disabling condition. Attendance will be reported in half-day increments. Particularly, enrollment figures are not to be used for the beginning nor closing weeks of school. (7-1-21)T

0503. Day of Attendance (ADA) - Grades One Through Twelve (1-12). A day of attendance is one in which a pupil is under the guidance and direction of a teacher or other authorized school district personnel while school is in session ~~or is a homebound student and~~ under the instruction of a teacher employed by the district in which the pupil resides or employed through the Idaho digital learning academy, with the exception as stated in “day in session” above. ~~A homebound student is one who is unable to attend school for at least ten (10) consecutive days due to illness, accident or an unusual disabling condition.~~ Attendance will be reported in full or half-days. (7-1-21)T

0604. Full-Time Equivalent (FTE) Enrollment Reporting. (7-1-21)T

~~a. Kindergarten students enrolled in one (1) LEA for a total number of courses that equal six hundred (600) or more minutes per week shall equal zero point five (0.5) FTE. Grade one (1) through grade twelve (12) students enrolled in one (1) LEA for a total number of courses that equal one thousand two hundred (1,200) or more minutes per week shall equal one (1) FTE. (7-1-21)T~~

~~b. Kindergarten students enrolled in one (1) or more LEAs for a total number of courses at all LEAs that equal less than six hundred (600) minutes per week, the FTE shall be based on the percentage of time each student's courses are of six hundred (600) minutes. Grade one (1) through grade twelve (12) students enrolled in one (1) or more LEAs for a total number of courses at all LEAs that equal less than one thousand two hundred (1,200) minutes per week, the FTE shall be based on the percentage of time each student's courses are of one thousand two hundred (1,200) minutes. (7-1-21)T~~

~~c. Kindergarten students enrolled in more than one (1) LEA for a total number of courses at all LEAs that equal six hundred (600) or more minutes per week and less than or equal to seven hundred fifty (750) minutes per week the FTE shall be fractionalized based on percentage of time for which the student is enrolled. Grade one (1)~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

~~through grade twelve (12) students enrolled in more than one (1) LEA for a total number of courses at all LEAs that equal one thousand two hundred (1,200) or more minutes per week and less than or equal to the respective amounts in the following subsections the FTE shall be fractionalized based on percentage of time for which the student is enrolled: (7-1-21)T~~

- ~~i. Kindergarten: seven hundred fifty (750) minutes. (7-1-21)T~~
- ~~ii. Grade one (1) through grade three (3): one thousand three hundred fifty (1,350) minutes. (7-1-21)T~~
- ~~iii. Grade four (4) through grade eight (8): one thousand five hundred (1,500) minutes. (7-1-21)T~~
- ~~iv. Grade nine (9) through grade twelve (12): one thousand six hundred fifty (1,650) minutes. (7-1-21)T~~

~~d. Students enrolled in more than one (1) LEA for a total number of courses at all LEAs that equal more than the following minutes the FTE shall be based on the percentage of time for which the student is enrolled: (7-1-21)T~~

- ~~i. Grade one (1) through grade three (3): one thousand three hundred fifty (1,350) minutes. (7-1-21)T~~
- ~~ii. Grade four (4) through grade eight (8): one thousand five hundred (1,500) minutes. (7-1-21)T~~
- ~~iii. Grade nine (9) through grade twelve (12): one thousand six hundred fifty (1,650) minutes. (7-1-21)T~~

a. Full-time equivalent (FTE) enrollment will be based on the courses in which students are reported to be enrolled. To appropriately account for the differences in courses and schedules, FTE will be calculated using the minutes per week metric of the reported courses which is an indicator of the amount of content delivered in the course.

b. For each student, the minutes per week of all reported courses will be summed to provide a total course minutes per week, and this number will be used to determine the FTE enrollment of the individual student. The student will generate an FTE enrollment equal to the proportion of the total minutes per week of the reported courses for the student divided by 1200 with a maximum FTE of:

- i. Kindergarten: 0.5 FTE
- ii. Grades one (1) to twelve (12): 1.0 FTE

c. Students enrolled in more than one (1) LEA will have their FTE enrollment fractionalized between the LEAs in which they are enrolled by dividing the course minutes per week that the student is enrolled at each LEA by the total course minutes per week for the student reported by all LEAs.

~~ed. Courses in LEAs with block scheduling that results in students attending courses receiving instruction for a period greater than one (1) week in order to encompass all courses the student is enrolled in for the term will use an average minutes per week over the applicable time period to determine the courses minutes per week of the course minutes per week over a two-week period as the minutes per week for the course. (7-1-21)T~~

~~fe. Students enrolled in an alternative summer school or alternative night school program of two hundred twenty-five (225) or more hours of instruction may be counted as an additional zero point two five (0.25) FTE. Alternative summer school enrollment will be included in the October 1 reporting period. (7-1-21)T~~

~~gf. Students enrolled in an alternative summer school or alternative night school program of less than two hundred twenty-five (225) hours FTE will be determined based on the proportional share of two hundred twenty-five (225) hours the program consists of. (7-1-21)T~~

~~hg. Students enrolled in more than one (1) LEA in grade seven (7) through grade twelve (12) shall count~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

enrollment at all LEAs for determining eligibility of overload courses identified in Sections 33-4601 and 33-4602, Idaho Code. (7-1-21)T

251. DATA COLLECTION.

LEA's will report the required information for state and federal reporting and decision-making. The reporting will be done in accordance with the requirements established in Chapter 10, Title 33, Idaho Code, or as needed for state and federal purposes. Each LEA is required to verify and assure the accuracy of the data submitted on a timeframe established by the state board of education or its designee. ()

01. State Data System. In accordance with the provisions of Section 33-133, Idaho Code, the following data elements will be added to the state data system: ()

a. Grade Point Average (GPA); and ()

b. Chronic Absenteeism. ()

c. Student address.

252. DATA VALIDITY

01. Responsibility. LEA Administrators are responsible for the accuracy of the data submitted by the LEA.

a. Data must be verified and corrected within 30 business days, based on the LEA's calendar, of receiving written notification of issues in submitted data. The timeline for correcting data may be extended if LEA staff are actively working with state longitudinal data system staff to correct the issue.

b. Data reported by the LEAs used for funding purposes, including placement on the career ladder, must come through the state longitudinal data system. When discrepancies are identified, it is the responsibility of the LEA to update the submitted data prior to any adjustments being made. Funding will be withheld until such data is corrected.

253. UNIQUE EDUCATION IDENTIFIER.

01. Assignment. Each student enrolling in an Idaho public LEA or participating in a public educational program will be assigned a unique student identifier. The unique education identifier shall follow the student and will be used by each LEA in which the student is enrolled or participating. The unique student identifier will follow the student into the public postsecondary education. ()

a. LEAs must obtain unique student identifiers by providing the following information for each student: ()

i. Complete legal name, including first, middle, last, and suffix as written on a legal document such as birth certificate, passport, visa, or other such legal document. ()

ii. Date of birth. ()

iii. Gender. ()

b. LEAs may be required to provide any or all of the following additional information to help ensure unique identification such as: ()

i. Prior school attended, if known.

ii. Zip code of residence.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

iii. Race and Ethnicity. ()

iv. Birth parents' first and last name. ()

v. Parents' or guardians' first and last name(s). ()

vii. County of birth. ()

2513. -- 299. (RESERVED)

300. FUNDS WITHHELD - LATE SUBMISSION OF RECORDS.

All ~~professional staff~~required records ~~and noncertified employee records~~ from each ~~school district~~LEA will ~~be sent to the State Department of Education by October 15 of each year reported by the required deadlines.~~ If an ~~district~~LEA is delinquent ~~with the forms in reporting and is determined to be noncompliant,~~ ~~apportionment~~ payment to that ~~district~~LEA will be withheld until such time as the ~~district~~LEA has met its obligation. (7-1-21)T

301. -- 349. (RESERVED)

350. EARLY GRADUATION.

Any high school student who completes the number of credits and exiting standards required by both the state and the school district prior to completing eight (8) semesters of high school work may petition the local superintendent and board of trustees to graduate early. When calculating the aggregate average daily attendance for the educational support program, students graduating from high school prior to the end of the school year will have their ADA for the first semester (second trimester) counted as if they were in attendance during the second semester (third trimester) of the school year. (7-1-21)T

351. -- 399. (RESERVED)

400. SPECIAL EDUCATION FUNDING FOR DISTRICTS WITH APPROVED PROGRAMS.

01. Reimbursement for Exceptional Child Support Units. State reimbursement provided by exceptional child support units is based on the following formula: (7-1-21)T

a. Preschool students will generate funding based upon the weekly hours and minutes they are enrolled in special education. (7-1-21)T

b. From the fall elementary enrollment of kindergarten through grade six (K-6), subtract elementary residential facility students and multiply the result by six one-hundredths (.06). Add the elementary residential facility students to the product. (7-1-21)T

c. From the fall regular secondary enrollment of grades seven through twelve (7-12), subtract secondary residential facility students and multiply the result by fifty-five one-thousandths (.055). Add the secondary residential facility students to the product. (7-1-21)T

d. Add the juvenile detention facility students to the total. (7-1-21)T

e. Use the exceptional child divisor to determine the number of exceptional child units. Secondary programs with a smaller divisor may use the smaller divisor for their secondary computation. (7-1-21)T

f. Elementary and secondary exceptional child support units will be calculated using one hundred percent (100%) Average Daily Attendance (ADA); the ADA will be subtracted from their respective regular elementary and secondary administrative unit for computing the support unit. (7-1-21)T

02. Contracting for Educational and Related Services.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

a. A school district which contracts for special education services with another agency may claim reimbursement up to a maximum amount of state funding, as annually determined by the State Department of Education, less the district's certified annual tuition rate. When any agency contracts for the education of exceptional children, all such children will be enrolled in the district of their residence and the agency will certify to the home school district the daily record of attendance of such student. (7-1-21)T

b. For special education contracts between local school districts, the district receiving service will pay the district providing service the amount of the providing district's local annual tuition rate as certified under the provision of Idaho Code. The school district providing service will include students served within such contract within the total number of special education students used to calculate exceptional education support units. Charges for additional costs may be negotiated between the districts. (7-1-21)T

c. The State Department of Education will determine if public and private schools and facilities meet state standards for an approved special education program. Any agency aggrieved by the Department of Education's final decision may appeal that decision to the State Board of Education. (7-1-21)T

401. -- 449. (RESERVED)

450. REIMBURSEMENT TO DISTRICTS FOR SUBSTITUTE TEACHER COSTS.

The Professional Standards Commission (PSC) is authorized to reimburse the employing district for a classroom teacher member of the PSC for the costs incurred in the employment of a substitute teacher for a member while the member is engaged in PSC business. Such reimbursement may be made for each instance in which a substitute is employed as a replacement for a member beyond six (6) days during a given school year. Reimbursement may be made upon request by the employing district submitted in a manner determined by the PSC. Reimbursement will be based upon the prevailing rate for substitutes in that district. (7-1-21)T

451. -- 499. (RESERVED)

500. SCHOOL DISTRICT BUILDING ACCOUNT (NON-LOTTERY MONEY).

The board of trustees of any school district may apply to the State Board of Education to receive a payment or payments from the School District Building Account as authorized under Section 33-905(3a), Idaho Code. (7-1-21)T

01. Application for Payment. The application for payments from the School District Building Account will include: (7-1-21)T

a. A statement of need; (7-1-21)T

b. A statement of the condition and use of all of the district's existing facilities including the dates of construction and any significant remodeling or additions; (7-1-21)T

c. A history of the district's classroom student/teacher ratios, how these ratios have been affected by a lack of classroom space, and how these ratios would be improved by the project being requested. This statement should include building by building ratios as well as the overall district student/teacher ratio; (7-1-21)T

d. A statement of the district's existing tax levies for school plant facilities and bond interest redemption, along with how these levies relate to the district's levy capacity; (7-1-21)T

e. A statement of the district's market value for assessment purposes as such valuation existed on December 31 of the previous year, as well as other factors, if any, that affect the district's ability to finance school construction; (7-1-21)T

f. A statement of past efforts to levy for the project for which funding is being requested; (7-1-21)T

g. A description of any unique or special circumstances that should be considered in the evaluation of the application; (7-1-21)T

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

- 02. Application Deadline.** The deadline for submitting applications will be January 30th of each year. (7-1-21)T
- 03. Eligibility.** The State Board of Education will be responsible for determining which school districts receive payments from the School District Building Account. The State Board will: (7-1-21)T
- a.** Review all applications submitted by the established deadline, taking into consideration the criteria of need, wealth, and effort established in Section 33-905, Idaho Code; (7-1-21)T
 - b.** Require resubmission of an application only when there have been substantial changes in the district which could alter the status of original determination; (7-1-21)T
 - c.** Determine a priority of school districts eligible to receive monies from the School District Building Account. Such priority will be based on a point system. Once established, the priority will be annually reviewed. Unless significant new information has been submitted which impacts the original determination, the priority will not be altered; (7-1-21)T
 - d.** Determine a priority within forty-five (45) days of the application submission deadline; and (7-1-21)T
 - e.** Award to each successful grantee twenty-five percent (25%) of the costs of the approved project. (7-1-21)T
- 04. Point System for Determining Priority.** The point system for determining the priority of eligible districts is based on the following rating and weighted values: (7-1-21)T
- a.** Need: zero through ten (0-10) points, three and one half (3.5) weighted value for each point awarded; (7-1-21)T
 - b.** Effort: zero through ten (0-10) points, two (2.0) weighted value for each point awarded; (7-1-21)T
 - c.** Ability: zero through ten (0-10) points, two (2.0) weighted value for each point awarded; (7-1-21)T
 - d.** Past efforts (levies attempted but failed): zero through ten (0-10) points, five tenths (.5) weighted value for each point awarded; (7-1-21)T
 - e.** Student/teacher ratio improvement: zero through ten (0-10) points, one (1.0) weighted value for each point awarded; and (7-1-21)T
 - f.** Unique/special circumstances zero through ten (0-10) points: one (1.0) weighted value for each point awarded. (7-1-21)T
- 05. Documentation of Revenue Sources.** The school district will, within twelve (12) months of receipt of the approved state portion, submit documentation to the State Board of Education of the approved revenue source or sources that will be used to raise the district's portion. Failure to meet this requirement will result in return of the state grant along with any interest accrued on these monies. (7-1-21)T
- 501. -- 549. (RESERVED)**
- 550. OUT-OF-STATE TUITION.**
- 01. Annual Agreement.** An annual agreement for out-of-state tuition, signed by a local board of trustees and approved by the State Board of Education, may allow students who are residents of an Idaho school district that borders on an adjacent state to attend school in the adjacent state for educational services in kindergarten

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

through grade twelve (K-12).

(7-1-21)T

02. State Support Program Allowance. An Idaho school district will be eligible to receive from the state educational support program an amount equal to the cost of the out-of-state tuition contract less the amount of local district contribution times the percentage the average daily attendance (ADA) of tuition students is to the total ADA in the school district.

(7-1-21)T

551. -- 599. (RESERVED)

600. REIMBURSEMENT TO DISTRICTS FOR A FEASIBILITY STUDY OF HIGH SCHOOL OR SCHOOL DISTRICT CONSOLIDATION.

01. Application Procedure. Applications for reimbursement will be submitted to the State Superintendent of Public Instruction in narrative form with the following supporting documents:

(7-1-21)T

- a.** A copy of the feasibility study; (7-1-21)T
- b.** A copy of the consolidation plan, when appropriate; (7-1-21)T
- c.** A summary of school board deliberations or joint sessions that were held by the participating school boards; (7-1-21)T
- d.** A summary of all public hearings held, if any; and (7-1-21)T
- e.** An itemized listing of reimbursable costs. (7-1-21)T

02. Reimbursable and Non-Reimbursable Costs. Allowable costs for a feasibility study may include contracts for technical services, and the costs of public hearings, telephone bills, supplies, materials, publications, and travel. The costs of the following items will not qualify for reimbursement:

(7-1-21)T

- a.** A salary of any person regularly employed part-time or full-time by the school district; (7-1-21)T
- b.** Rental of district-owned facilities; (7-1-21)T
- c.** Costs incurred more than three (3) years prior to the application. (7-1-21)T

03. Maximum Reimbursement Allowed. The total costs reimbursed will not exceed ten thousand dollars (\$10,000) for each feasibility study. A school district may receive reimbursement for more than one (1) feasibility study, but the aggregate total reimbursement for all studies will not exceed ten thousand dollars (\$10,000) during any consecutive three (3) year period.

(7-1-21)T

04. Notification of Approval. Upon verifying applicant school district's fiscal encumbrance for a feasibility study, the State Department of Education will notify the district and include the reimbursement payment in the district's apportionment payment for the year in which the expenses were incurred.

(7-1-21)T

601. -- 649. (RESERVED)

650. GENERAL EDUCATION DEVELOPMENT TESTS/IDAHO HIGH SCHOOL EQUIVALENCY CERTIFICATE.

The primary objective of the State Board of Education is to have all students complete their formal education and graduate from high school. However, students who drop out of school and believe it is in their best interest to take the (General Education Development) GED. test may do so under the following conditions and, upon successful completion of all GED requirements, may apply for an Idaho High School Equivalency Certificate (HSEC).

(7-1-21)T

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

01. General Education Development Tests. General Education Development (GED) tests are given by approved testing centers for a statewide fee set by the Idaho Division of Career Technical Education. Candidates must make the minimum score for passing the GED test as established by the GED Testing service. (7-1-21)T

02. Age Criteria. The applicant must satisfy one (1) of the following age criteria: (7-1-21)T

a. The applicant must be at least eighteen (18) years of age; (7-1-21)T

b. The applicant may be sixteen (16) or seventeen (17) years of age and be one (1) year or more behind in credits earned, expelled, recommended by the school, pregnant, or a parent. In such cases, the applicant is eligible if the applicant's school verifies in writing that the student meets one of the above criteria and this verification is on file at the testing center prior to any testing. The school may give its verification only after the applicant and his or her parent or guardian submit in writing a request for the applicant to take the GED tests and the applicant and the applicant's parent or guardian have met with school officials to review and discuss the request. (In cases where the applicant is not living with a parent or guardian, the parent or guardian's verification is not necessary.); (7-1-21)T

c. The applicant may be sixteen (16) or seventeen (17) years of age and be entering college, the military, or an employment training program, enrolled in an Adult Basic Education Program, enrolled in the Job Corps, or incarcerated. In such cases, the applicant is eligible if the institution involved applies in writing for the applicant to take the GED tests and this application is on file at the testing center prior to any testing. (7-1-21)T

03. Proof of Identity. Test takers must present proof of identification that shows legal name, date of birth, signature, address and photograph. Valid drivers' licenses, passports, military, and other forms of government-issued identification are acceptable. Two (2) forms of identification may be provided to meet these criteria. (7-1-21)T

04. Idaho High School Equivalency Certificate. The State Department of Education will issue an Idaho High School Equivalency Certificate (HSEC) to eligible applicants. To be eligible to receive an HSEC, an applicant must submit the following documents to the Division of Career Technical Education: (7-1-21)T

a. An official report of GED test results showing successful completion of all requirements applicable to the version of the GED test taken by the applicant. Test scores are accepted as official only when reported directly by the State's approved vendor for transcripts and records management, the Transcript Service of the Defense Activity for Non-Traditional Education Support (DANTES), or, in special cases, the GED Testing Service. (7-1-21)T

b. Individuals who took the exam prior to January 1, 2014, must also furnish documentation that they met the American Government requirement of the State of Idaho. This requirement may be met by resident study in high school or college, correspondence study from an accredited university, DANTES, or by successfully passing the American Government test furnished by the testing center. (7-1-21)T

c. A completed form DD295 on all service personnel. This form is not required of veterans and non-veteran adults. (7-1-21)T

d. A copy of a discharge if the applicant is a veteran of military service. (7-1-21)T

e. ~~Applicants should submit their request using the form furnished by the Division of Career Technical Education, along with the ten-dollar (\$10) processing fee and appropriate documentation of above requirements. After the applicant completes this form and pays the ten-dollar (\$10) processing fee, the applicant will be awarded an Idaho High School Equivalency Certificate (HSEC).~~ (7-1-21)T

651. -- 800. (RESERVED)

801. CONTINUOUS IMPROVEMENT PLANNING AND TRAINING.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

In accordance with Section 33-320, Idaho Code, every local education agency (LEA) shall develop and maintain a strategic plan that includes a continuous improvement process focused on improving student performance of the LEA. (7-1-21)T

01. Definitions. (7-1-21)T

a. Administrator. As used in this section administrator means the superintendent of the school district or administrator of a charter school. (7-1-21)T

b. Board. Board means the Idaho State Board of Education. (7-1-21)T

c. Executive Director. Executive Director means the Executive Director of the Idaho State Board of Education. (7-1-21)T

d. Local Education Agency Board. As used in this section local education agency or LEA Board means the board of trustees of a school district or board of directors of a charter school. (7-1-21)T

e. Local Education Agency. As used in this section local education agency (LEA) means public school district or charter school. (7-1-21)T

f. Continuous Improvement Plan. As used in this section, a continuous improvement plan focuses on annual measurable outcomes and the analysis of data to assess and prioritize needs and measure outcomes. (7-1-21)T

02. Reimbursement Eligibility. LEA's may request reimbursement for training conducted pursuant to Section 33-320, Idaho Code. Such training must be available to local governing board members and school district and charter school administrators. To be eligible for reimbursement the training and trainer must meet the following criteria: (7-1-21)T

a. Training. The training must cover one (1) or more the follow subjects: (7-1-21)T

i. Continuous improvement planning training. Continuous improvement planning training must include, but is not limited to, training on continuous process improvement, use and analysis of data, and methods for setting measurable targets based on student outcomes; (7-1-21)T

ii. School finance; (7-1-21)T

iii. Administrator evaluations, including, but not limited to, specifics on the Idaho state evaluation requirements and framework; (7-1-21)T

iv. Ethics; or (7-1-21)T

v. Governance. (7-1-21)T

b. Documentation of Training. Training records shall be kept by the LEA showing: (7-1-21)T

i. The length of the training in hours; (7-1-21)T

ii. The subject(s) covered by the training; (7-1-21)T

iii. The participants included in the training or validation of attendance of specific participants as applicable; and (7-1-21)T

iv. The curriculum, agenda, or other documentation detailing the content of the training. (7-1-21)T

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

c. Training Format. A majority of the LEA board and the administrator must collaborate on the continuous improvement plan and engage students, parents, educators and the community, as applicable to the training subject and format. The training facilitator must be physically present or have the ability to interact directly with all training participants. Sufficient time must be provided during the sessions to give the participants an opportunity to discuss issues specific to the LEA. (7-1-21)T

d. Trainer Qualifications. The trainer must meet the following qualifications: (7-1-21)T

i. May not be a current employee of the LEA; (7-1-21)T

ii. Must have two (2) years of documented training experience in the area of training being provided for the LEA; and (7-1-21)T

iii. Must provide at least three (3) recommendations from individuals who participated in past training sessions conducted by the trainer. These recommendations must be included with the application to determine the trainer's qualifications. (7-1-21)T

e. Qualified Trainers. Trainer qualifications will be determined by the Office of the State Board of Education. The State Board of Education will maintain a list of qualified trainers and the subject areas in which they are qualified. (7-1-21)T

i. An individual or company may submit an application for consideration to be placed on the list of qualified trainers or the LEA may submit the application on behalf of the individual or company. (7-1-21)T

ii. Applications must be submitted to the Executive Director in a format established by the Executive Director. (7-1-21)T

iii. Trainer qualifications must be determined prior to the LEA's request for reimbursement of training costs. (7-1-21)T

f. Eligible Reimbursements. Up to one thousand (1,000) dollars of travel expenses per training may be reimbursed. Refreshments are not an eligible reimbursement expense.

03. Audit. If requested, LEA's must provide training documentation or other information to verify eligibility prior to reimbursement. (7-1-21)T

~~**04. Annual Literacy Intervention Plan.** Annually each LEA will report on the effectiveness of the LEA's literacy intervention plan. Plans and reports are due by October 1 of each year. Plans shall include at a minimum:~~ (7-1-21)T

~~a. Projected literacy plan budget for the current school year;~~ (7-1-21)T

~~b. Metrics chosen by the LEA to determine effectiveness of the literacy plan and annual performance benchmarks; and~~ (7-1-21)T

~~c. Performance on metrics chosen to show program effectiveness for at a minimum the previous academic year.~~ (7-1-21)T

~~**05. College and Career Advising and Mentoring Plans.** Annually each LEA shall submit their college and career advising and mentoring plan to the State Board of Education by October 1.~~ (7-1-21)T

~~a. Plans shall include required metrics and at least one (1) or more additional metrics chosen by the LEA to determine effectiveness of the college and career advising and mentoring plan, baseline data and annual benchmarks.~~ (7-1-21)T

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

~~b. Performance on all effectiveness metrics shall be reported annually in the LEA's Continuous Improvement Plan annual report. (7-1-21)T~~

~~c. At a minimum effectiveness metrics must include: (7-1-21)T~~

~~i. Percent of learning plans reviewed annually by grade level, in grade nine (9) through grade twelve (12); (7-1-21)T~~

~~ii. Number and percent of students who go on to some form of postsecondary education one (1) and two (2) years after graduation; and (7-1-21)T~~

~~iii. Number of students graduating high school with a career technical certificate or an associate degree. (7-1-21)T~~

802. LITERACY GROWTH TARGETS.

01. Statewide Trajectory Growth Targets. Statewide trajectory annual growth targets are based on aggregated student performance on the spring administration of the statewide reading assessments. Local growth targets are set by the LEA based on the LEA's available resources and student demographics. Statewide trajectory growth targets indicated the statewide goal for year over year increases in the percentage of students reading at grade level. (7-1-21)T

a. Year one (1) and two (2): (7-1-21)T

i. Kindergarten -- one percent (1%). (7-1-21)T

ii. Grade one (1) -- one percent (1%). (7-1-21)T

iii. Grade two (2) -- one percent (1%). (7-1-21)T

iv. Grade three (3) -- one percent (1%). (7-1-21)T

b. Year three (3), four (4), five (5), and six (6): (7-1-21)T

i. Kindergarten -- one point eight percent (1.8%). (7-1-21)T

ii. Grade one (1) -- two percent (2%). (7-1-21)T

iii. Grade two (2) -- one point six percent (1.6%). (7-1-21)T

iv. Grade three (3) -- one point two percent (1.2%). (7-1-21)T

02. Annual Review. The State Board of Education will review the statewide student proficiency levels and the statewide trajectory growth targets annually. (7-1-21)T

803. STATEWIDE AVERAGE CLASS SIZE.

For the purpose of determining the statewide average class size used in school district staff allowance calculations, school districts shall be grouped as follows: (7-1-21)T

01. Group 1. Group 1 shall consist of school districts with an elementary divisor, pursuant to Section 33-1004, Idaho Code, of twenty (20) for grades one (1) through three (3) and twenty-three (23) for grades four (4) through six (6), and a secondary divisor of eighteen point five (18.5.) (7-1-21)T

02. Group 2. Group 2 will consist of school districts with an elementary divisor, pursuant to Section 33-1004, Idaho Code, of twenty (20) for grades one (1) through three (3) and twenty-three (23) for grades four (4)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

through six (6), and a secondary divisor less than eighteen point five (18.5.)

(7-1-21)T

03. Group 3. Group 3 will consist of school districts with elementary divisors, pursuant to Section 33-1004, Idaho Code, of nineteen (19) or twenty (20) for grades one (1) through six (6), and a secondary divisor of less than eighteen point five (18.5.)

(7-1-21)T

04. Group 4. Group 4 will consist of school districts with elementary divisors, pursuant to Section 33-1004, Idaho Code, of less than nineteen (19) for grades one (1) through six (6), and a secondary divisor of less than eighteen point five (18.5.)

(7-1-21)T

804. -- 999. (RESERVED)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

SUBJECT

Proposed Rule, Docket 08-0202-2101 – Rules Governing Uniformity

REFERENCE

August 31, 2017	Board approved proposed rule updating occupation specialist certification requirements, including additional training options for administrators and teachers.
November 2017	Board approved pending rule amendments.
August 2018	Board approved proposed rule Docket 08-0202-1804 providing clarification regarding the professional endorsement and Docket 08-0202-1805 incorporating career technical educator endorsements into administrative rule.
November 2018	Board approved pending rule Docket 08-0202-1804, Professional Endorsement and Docket 08-0202-1805 CTE educator certification.
August 2020	Board approved proposed rule amending IDAPA 08.02.02 adding the advanced professional endorsement and aligning CTE educator certification with 2020 legislative changes.
June 2021	Board approved omnibus temporary rule, Docket 08-0000-2100 reauthorizing all non-fee administrative rules in IDAPA 08.

APPLICABLE STATUTES, RULE OR POLICY

Idaho Administrative Code, IDAPA 08.02.02
Sections 33-1201 through 33-1204, Idaho Code
Sections 33-2211 and 33-2205, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity
Executive Order 2020-01

BACKGROUND/DISCUSSION

Executive Order 2020-01, Zero Based Regulations, creates an ongoing review process for all existing rules as of June 30, 2020. Each rule chapter is required to be reviewed by the agency that promulgated the rule according to a schedule established by the Division of Financial Management (DFM) no later than legislative adjournment *sine die* in 2026. The agency review schedule is required to be staggered across agencies and within agencies with five or more rule chapters. Administrative rules promulgated under the Board's authority include IDAPA 08, IDAPA 55, and IDAPA 47. The Board's administrative rules review schedule may be found at www.dfm.idaho.gov (<https://dfm.idaho.gov/about/RegulatoryDocs/ZBR%20Rule%20Review%205%20Year%20Schedule%205.20.2021.pdf>). For the 2021-2022 rulemaking cycle the following rules were identified for review, IDAPA 08.01.02, 08.01.10 and 08.02.03. DFM and the State Office of Administrative Rules have enacted, starting with the

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

current year, new procedures requiring any rulemaking within a chapter to be consolidated in a single Docket. In past years the Board could consider multiple rule Dockets from the same IDAPA chapter in different dockets, based on each subject contained in that chapter. As an example, in the past the Board could consider a Docket amending IDAPA 08.02.01.100 and a separate Docket with amendments to IDAPA 08.02.01.800. Now all amendments to IDAPA 08.02.01 must be consolidated in a single Docket for IDAPA 08.02.01.

The Zero Based Regulations process requires the Board review each IDAPA chapter on a schedule set by DFM, over a five year period, and remove any unnecessary language that duplicates language or provisions in Idaho Code; remove any unnecessary language (e.g. orphaned definitions, redundant language, etc.); move any agency procedures or provisions that can be established through the agencies' policies and procedures; and to simplify and streamline where possible.

In addition to the "normal" promulgation of administrative rule amendments and the requirements of Executive Order 2020-01, the Legislature failed to extend previously codified rules during the 2021 legislative session. This resulted in the need for the Board to promulgate temporary rules reauthorizing previously codified sections of administrative rule at the June Regular Board meeting. When the Board considers pending rules in the fall, rule amendments promulgated through the negotiated rulemaking process will be combined with pending rules for the other sections of administrative rules that need to be reauthorized.

Representatives of the Department of Education, Division of Career Technical Education, Public Charter School Commission, stakeholder organizations, and non-traditional and non-public educator preparation programs participated in the negotiated rulemaking meetings. Proposed amendments include moving sections regarding certification endorsement and program review processes and procedures into Board policy. Additionally, amendments proposed by the Department of Education were also reviewed by a work group of educator preparation program representatives and the Professional Standards Commission. The work group and commission review was prior to the commencement of the negotiated rulemaking process.

In addition to the review of IDAPA 08.02.02, the Department's work group also proposed amendments to the Standards for Initial Certification of Professional School Personnel. These certification standards are incorporated by reference into IDAPA 08.02.03.004. The proposed amendments to the standards remove descriptive and redundant language under each of the 10 original core standards. These sections were categorized as Knowledge, Performance, and Disposition and identified what a program candidate should be able to do to demonstrate they meet the standards. In addition to the removal of this language, three new standards are proposed to be added. These standards are American Indian Tribes and Tribal Sovereignty, Code of Ethics for Idaho Professional Educators, and

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

Digital Technology and Online Learning. All Idaho certificated staff are required to adhere to the Code of Ethics for Idaho Professional Educators. Adding these additional three standards should be carefully weighed against the additional time it may take for a program implement the three new standards as well as how a non-traditional or alternative authorization route would be evaluated against these standards for program approval.

IMPACT

The approval of this proposed rule will allow the rule to be published in the Administrative Bulletin, at which time the 21-day public comment period will start.

ATTACHMENTS

Attachment 1 – Proposed Rule, Docket Number 08-0202-2101

Attachment 2 – Standards for the Initial Certification for School Personnel –
Proposed amendments

Attachment 3 – Written Public Comment Received During Negotiated Rulemaking

Attachment 4 – Written Public Comment Received By the Department of Education

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The 2020 legislature approved amendments to Section 33-1207A, Idaho Code, limiting the evaluation and review of approved non-public educator preparation programs to verification that candidates:

- (i) Hold a bachelor's degree from an accredited four (4) year institution;
- (ii) Submit to a criminal history check as described in section 33-130, Idaho Code;
- (iii) Pass the required content training in the area or areas in which the graduate seeks to be endorsed. The content training must be in substantive alignment with knowledge or equivalent standards set forth in the initial standards for teacher certification, if any; and
- (iv) Pass pedagogical training in substantive alignment with knowledge or equivalent standards set forth in the core standards of the initial standards for teacher certification, if any.

While these provisions do not limit the criteria the Board uses to provide initial approval of an educator preparation program, it does limit the review of any approved program for continued approval as an educator preparation program. These provisions apply to non-public traditional programs like those approved programs offered by NNU and BYU-Idaho as well as non-traditional non-public programs like Teach for America and ABCTE.

The criteria outlined in subparagraphs (iii) and (iv) are codified in the Standards for the Initial Certification of Professional School Personnel, incorporated by reference in Administrative Code, IDAPA 08.02.02. These standards set out the minimum standards each traditional and non-traditional educator preparation program in Idaho must meet to be considered for approval. The current standards break out

the standards based on the knowledge a teacher needs to meet the standards, what performance provides evidence of the standards and the disposition of the teacher. Removal of these sections does not change the actual standard the educator preparation program must meet, however, in recent years the review process was expanded to include these subsets. Currently, the review of the educator preparation programs is the responsibility of the State Board of Education, the reviews are conducted by Department of Education staff working with the Professional Standards Commission and then their recommendations are brought to the Board for consideration. It is within the Board's purview to set the scope and depth of those reviews without changing the current standards. With the removal of the knowledge sections of the standards and no clear indication of which standards are now the equivalent of what was the knowledge standards it is not clear what standards non-public educator preparation programs will be subject to.

The current codified version of the standards establish minimum "core" instructional standards and then additional content area standards as applicable to the various subject area endorsements. Additionally, pupil services staff standards are specific to each occupational area covered by pupil service staff endorsements (school counselor, nurse, psychologist, etc.). Pursuant to Section 33-107A, Idaho Code, individuals on an interim certificate, regardless of the program associated with it, have a statutory requirement to also complete "a state-approved reading instruction" to receive full certification. In recent years, the Board has asked for additional emphasis in the core standards to focus on culturally relevant education, college and career counseling/advising methods, social emotional learning, and literacy instruction.

Formal negotiated rulemaking requires a notice of intent to promulgate rules. The notice of intent for Docket 08-0202-2101 was published in the July 7, 2021 Administrative Bulletin. The deadline published in the Notice of Intent for requesting participation in the negotiated rulemaking was July 14, 2021. Negotiated meetings for this rule were held during the week of August 2nd, 2021. Negotiated rulemaking provides the opportunity for the public to participate in the drafting of proposed rules prior to the rules coming to the Board for consideration. In addition to being published in the Administrative Bulletin, an email was sent to education stakeholders notifying them of the intent to promulgate amendments to this section of rule. Proposed rules approved by the Board are published in the Administrative Bulletin followed by a 21 day public comment period. At the close of the 21 day comment period rules are returned to the Board for consideration as a pending rule. Pending rules approved by the Board are submitted to the Legislature for consideration during the upcoming legislative session. The Legislature may accept or reject all or a portion of the rules presented for consideration. Those rules that are not rejected become effective at the end of the legislative session in which they are submitted. Attachment 3 contains the written comments received by the Board office in response to the negotiated rulemaking notice and proposed changes to the standards provided by the Department of

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

Education. Attachment 4 contains comments received by the Department of Education prior to the negotiated rulemaking meeting.

The Planning, Policy and Governmental Affairs Committee asked for some additional work to be done on the standards prior to Board consideration. The standards will be brought back to the October Board meeting for consideration of the three new standards language.

Staff recommends approval of the proposed rule provided in Attachment 1.

BOARD ACTION

I move to approve the proposed rule docket number 08-0202-2101, as submitted in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

08.02.02 – RULES GOVERNING UNIFORMITY

000. LEGAL AUTHORITY.

All rules in IDAPA 08.02.02, “Rules Governing Uniformity,” are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (7-1-21)T

001. SCOPE.

Uniform standards and governance by the State Board of Education pertinent to Teacher Certification, School Facilities, Accreditation, Transportation, School Release Time, Driver’s Education and Juvenile Detention Centers. (7-1-21)T

002. -- 003. (RESERVED)

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates by reference into its rules: (7-1-21)T

01. Idaho Standards for the Initial Certification of Professional School Personnel as approved on June 9, 2019 October, 2021. Copies of this document can be found on the Office of the State Board of Education website at <https://boardofed.idaho.gov>. (7-1-21)T

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>. (7-1-21)T

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>. (7-1-21)T

005. -- 006. (RESERVED)

007. DEFINITIONS.

01. Clinical Experience. Guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. Clinical experience includes field experience and clinical practice as defined in this section. (7-1-21)T

02. Clinical Practice. Student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates’ progressive development of the professional knowledge, skills, and dispositions to be effective educators. Clinical practice includes student teaching and internship. (7-1-21)T

03. Credential. The general term used to denote the document on which all of a person’s educational certificates and endorsements are listed. The holder is entitled to provide educational services in any and/or all areas listed on the credential. (7-1-21)T

04. Endorsement. Term used to refer to the content area or specific area of expertise in which a holder is granted permission to provide services. (7-1-21)T

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

05. Field Experience. Early and ongoing practice opportunities to apply content and pedagogical knowledge in Pre-K-12 settings to progressively develop and demonstrate knowledge, skills, and dispositions. (7-1-21)T

06. Individualized Professional Learning Plan. An individualized professional development plan based on the Idaho framework for teaching evaluation as outlined in Section 120 of these rules to include interventions based on the individual's strengths and areas of needed growth. (7-1-21)T

07. Institutional Recommendation. Signed form or written verification from an accredited institution with a state board approved educator preparation program stating that an individual has completed the program, received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation, has an individualized professional learning plan, has demonstrated the ability to produce measurable student achievement or student success, has the ability to create student learning objectives, and is now being recommended for state certification. Institutional recommendations must include statements of identified competency areas and grade ranges. Institutional Recommendation for administrators must additionally include a competency statement indicating proficiency in conducting accurate evaluations of instructional practice based upon the state's framework for evaluation as outlined in Section 120 of these rules. (7-1-21)T

08. 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. (7-1-21)T

09. Local Education Agency (LEA). An Idaho public school district or charter school pursuant to Section 33-5203(8), Idaho Code. (7-1-21)T

10. Paraprofessional. A noncertificated individual who is employed by a 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. (7-1-21)T

a. To qualify as a paraprofessional the individual must have a high school diploma or general equivalency diploma (GED) and: (7-1-21)T

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 (7-1-21)T

ii. Have completed at least two (2) years of study at an accredited postsecondary educational institution; or (7-1-21)T

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. (7-1-21)T

b. Individuals who do not meet these requirements will be considered school or classroom aides. (7-1-21)T

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. (7-1-21)T

11. Pedagogy. Teaching knowledge and skills.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

(7-1-21)T

12. **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. (7-1-21)T

13. **Semester Credit Hours.** Two (2) semester credit hours are equivalent to three (3) quarter credit hours.

13. **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. (7-1-21)T

14. **Student Teaching.** Extensive, substantive, and supervised clinical practice in Pre-K-12 schools for candidates preparing to teach. (7-1-21)T

15. **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. (7-1-21)T

16. **Teacher of Record.** The teacher who is primarily responsible for planning instruction, delivering or supervising the instruction provided to a class of students, assessing student performance, and designating final grades.

008. -- 011. **(RESERVED)**

012. **ACCREDITED INSTITUTION.**

For purposes of educator certification, an accredited school, college, university, or other educator training institution is considered by the Idaho State Board of Education to be one that is accredited by a regional accrediting association recognized by the State Board of Education or an alternative or non-traditional model approved by the State Board of Education. (7-1-21)T

013. **CERTIFICATION OF TEACHERS TRAINED IN FOREIGN INSTITUTIONS.**

~~Considering credentials for teacher certification submitted by persons trained in the institutions of foreign countries will be initiated by a translation and evaluation of the applicant's credentials. (7-1-21)T~~
An educator having graduated from a foreign institution educator preparation program shall be considered an out of state applicant for certification purposes and may be issued a nonrenewable, three (3) year interim certificate. The applicant must provide transcripts and/or credentials that have been translated and evaluated by an approved evaluation service.

014. **CERTIFICATES ISSUED TO APPLICANTS FROM REGIONALLY ACCREDITED INSTITUTIONS.**

Idaho ~~C~~certificates may be issued to applicants completing educator preparation programs from regionally accredited institutions recognized by the state board of education meeting requirements for certification or equivalent (i.e., those based on a baccalaureate degree) in other states when they substantially meet the requirements for ~~the Idaho Certificate~~ a standard Idaho educator certificate. (7-1-21)T

015. **IDAHO EDUCATOR CREDENTIAL.**

All standard educator certificates are valid for five (5) years and are renewable, subject to the applicable renewal requirements set by the state board of education and any applicable conditions applied to an individual's certificate by the professional standards commission.

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 or higher

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

from an accredited college or university and who meets the following requirements:

(7-1-21)T

~~a. Professional education requirements:~~

~~(7-1-21)T~~

~~ia. **Minimum Credit Hours.** 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 of education, 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;~~ demonstration of competencies as specified in the Idaho comprehensive literacy plan; and~~

(7-1-21)T

~~ii.b. **Student Teaching.** ~~The required minimum credit hours must include~~ Complete at least a minimum of ten (10) undergraduate or six (6) graduate 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~~

(7-1-21)T

~~bc. Completed ~~an a state board~~ approved educator preparation program and ~~have receive~~ an institutional recommendation from ~~an accredited college or university- the program~~ specifying the grade ranges and subjects for which ~~they are the applicant is~~ eligible to receive an endorsement in;~~

(7-1-21)T

~~ei. ~~Individuals seeking To receive~~ endorsement ~~must complete preparation in at least~~ two (2) fields of teaching. ~~One (1) of the teaching fields, preparation~~ must consist of completion of at least thirty (30) semester credit hours, ~~or forty-five (45) quarter credit hours in one (1) field of teaching and a second field of teaching consisting completion~~ of at least twenty (20) semester credit hours, ~~or thirty (30) quarter credit hours in a second field of teaching.~~~~

~~ii. To receive endorsement in (1) field of teaching, ~~P~~preparation ~~of not less than~~ must consist of completion of at least 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;~~~~

(7-1-21)T

~~d. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must meet~~ Met or exceeded the state qualifying score on the state board approved content area and pedagogy assessments.

(7-1-21)T

~~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.~~

(7-1-21)T

02. Standard Pupil Service Staff Certificate. Persons who serve as school counselors, school psychologists, ~~speech language pathologists,~~ school social workers, and school nurses ~~and school audiologists~~ are required to hold the Standard Pupil Service Staff Certificate, with the respective endorsement(s) for which they qualify. Persons who serve as a speech-language pathologist, school audiologist, 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.

(7-1-21)T

~~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.~~~~

(7-1-21)T

~~i. Hold a master's degree and provide verification of completion of an approved program of graduate study in school counseling, including sixty (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~~

(7-1-21)T

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

ii. An institutional recommendation is required for a School Counselor ~~(K-12)~~ endorsement. (7-1-21)T

b. School Counselor – Basic ~~(K-12)~~ Endorsement. (7-1-21)T

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.~~ (7-1-21)T

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. (7-1-21)T

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 and valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). To be eligible for initial a school psychologist 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: (7-1-21)T

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 local education agency under the supervision of the training institution and direct supervision of a certificated school psychologist; (7-1-21)T

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 local education agency under the supervision of the training institution and direct supervision of a certificated school psychologist; (7-1-21)T

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 local education agency under the supervision of the training institution and direct supervision of a certificated school psychologist; and (7-1-21)T

iv. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (7-1-21)T

d. Interim ~~Endorsement Certificate~~ – School Psychologist Endorsement. This ~~endorsement certificate~~ will be ~~granted for issued to~~ those who do not meet the educational requirements but hold a ~~master's baccalaureate~~ degree or higher in school psychology and are ~~pursuing an educational specialist degree~~ working toward a standard pupil service staff certificate with school psychologist endorsement. This ~~non-renewable endorsement certificate~~ will be issued for three (3) years while the applicant is meeting the educational requirements, or obtaining the applicable experience leading to certification. If the educational requirements cannot be met within the three (3)-year time frame of the certificate, the employing LEA may request one (1)-time renewal of this interim certificate for the applicant. (7-1-21)T

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~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

~~of either requirements in Subsections 015.02.e.i. or 015.02.e.ii. To be eligible for a school nurse endorsement, a candidate must complete one (1) of the following options:~~ (7-1-21)T

i. ~~The candidate must p~~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. (7-1-21)T

ii. ~~The candidate must p~~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:~~ (7-1-21)T

~~(1) Health program management.~~ (7-1-21)T

~~(2) Nursing leadership.~~ (7-1-21)T

~~(3) Pediatric nursing or child development.~~ (7-1-21)T

~~(4) Population of community health.~~ (7-1-21)T

~~(5) Health care policy, ethics, or cultural competency.~~ (7-1-21)T

~~(6) Research and/or statistics.~~ (7-1-21)T

f. Interim ~~Endorsement Certificate~~ - School Nurse ~~Endorsement~~. This ~~endorsement certificate~~ will be ~~granted for issued to~~ 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. This non-renewable certificate will be issued for three (3) years while the applicant is meeting the educational or experience requirements, or both, and it is not renewable.~~ (7-1-21)T

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 To be eligible for a speech-language pathologist endorsement, will be issued to candidates who a candidate must 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. The renewal credit requirement may be waived if the applicant holds a current and valid Certificate of Clinical Competence in Speech-Language Pathology offered through the American Speech-Language-Hearing Association and/or a current and valid speech-language pathologist license issued by the appropriate Idaho state licensing board.~~ (7-1-21)T

h. Interim ~~Endorsement Certificate~~ - Speech-Language Pathologist ~~Endorsement~~. This ~~endorsement certificate~~ will be ~~granted for issued to~~ 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 certificate~~ will be issued for three (3) years while the applicant is meeting the educational requirements, ~~and is not renewable. If the educational requirements cannot be met within the three (3)-year timeframe of the certificate, the employing LEA may request one (1)-time renewal of this interim certificate for the applicant if the applicant holds a valid occupational license or is supervised by a speech-language pathologist with a standard pupil service certificate.~~ (7-1-21)T

i. Audiology Endorsement. ~~This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. The initial endorsement will be issued to candidates who To be eligible for an audiology endorsement, a candidate must 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. The renewal credit requirement may be waived if the applicant holds a current and valid Certificate of Clinical Competence in Audiology offered through the American Speech-Language-Hearing Association and/or a current and valid audiologist license issued by the appropriate Idaho state licensing board.~~ (7-1-21)T

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

j. School Social Worker Endorsement. ~~This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial~~To be eligible for a school social worker endorsement ~~shall be accomplished by meeting,~~ a candidate must meet the following requirements:

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 (7-1-21)T

ii. An institutional~~al~~ recommendation from an ~~Idaho State B~~oard of Education-approved program; and (7-1-21)T

iii. The successful completion of a school social work practicum in a preschool through grade twelve 12 (Pre-K-12) setting. Post-LMSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a Pre-K-12 setting; and (7-1-21)T

iv. A current and valid social work license pursuant to chapter 32, title 54, Idaho Code, and the rules of the State Board of Social Work Examiners. (7-1-21)T

k. Occupational Therapist Endorsement. ~~A~~To be eligible for an occupational therapist endorsement, a candidate ~~with-must have~~ a current and valid ~~O~~ccupational ~~T~~herapy 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.~~ ~~C~~andidate must maintain current and valid ~~O~~ccupational ~~T~~herapy ~~L~~icensure for the endorsement to remain valid. (7-1-21)T

l. Physical Therapist Endorsement. ~~A~~to be eligible for a physical therapist endorsement a candidate ~~with-must have~~ a current and valid ~~P~~hysical ~~T~~herapy 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.~~ ~~C~~andidate must maintain current and valid ~~P~~hysical ~~T~~herapy ~~L~~icensure for the endorsement to remain valid. (7-1-21)T

03. **Standard Administrator Certificate.** ~~Every p~~ersons who serves as superintendent, director of special education, secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or ~~is-are~~ assigned to conduct the summative evaluation of certified staff ~~is-are~~ required to hold an Administrator Certificate. The certificate may be endorsed for service as school principal, superintendent, or 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.~~ (7-1-21)T

a. School Principal Endorsement. To be eligible for ~~an Administrator Certificate endorsed for the~~ School Principal endorsement, a candidate must ~~have satisfied~~meet the following requirements: (7-1-21)T

i. Hold a master's degree from an accredited college or university. (7-1-21)T

ii. ~~Have-Complete~~ four (4) years of full-time certificated experience working with students, while under contract in an accredited school setting. (7-1-21)T

iii. ~~Have-e~~Completed an administrative internship in a state- board approved program, or have one (1)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

year of experience as an administrator.

(7-1-21)T

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 demonstration of proficiency in conducting instructional and pupil service staff evaluations based on the statewide framework for evaluation, and competencies ~~of~~ in the Idaho Standards for School Principals.

(7-1-21)T

v. Receive An institutional recommendation ~~is required~~ for a School Principal ~~E~~ndorsement.

(7-1-21)T

b. Superintendent Endorsement. To be eligible for ~~an Administrator Certificate with a the~~ Superintendent endorsement, a candidate must ~~have satisfied meet~~ the following requirements:

(7-1-21)T

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

(7-1-21)T

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

(7-1-21)T

iii. ~~Have e~~Completed an administrative internship in a state- ~~board~~ approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent.

(7-1-21)T

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~~ must include the demonstration of proficiency in conducting instructional and pupil service staff evaluations based on the statewide framework for evaluation, and demonstration of competencies in the Idaho standards for Ssuperintendents Leadership, in addition to and the competencies in the Idaho Standards for School Principals.

(7-1-21)T

v. ~~An Receive an~~ institutional recommendation ~~is required~~ for a ~~School~~ Superintendent ~~E~~ndorsement ~~(Pre-K-12)~~.

(7-1-21)T

c. Director of Special Education Endorsement. To be eligible for ~~an Administrator Certificate endorsed~~ for the Director of Special Education endorsement, a candidate must ~~have satisfied all of meet~~ the following requirements:

(7-1-21)T

i. Hold a master's degree from an accredited college or university;

(7-1-21)T

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

(7-1-21)T

iii. ~~Obtain college or university~~Provide verification of ~~demonstrated the competencies of the Director of Special Education in Idaho Standards for Initial Certification of Professional School Personnel a state board approved program of graduate study of school administration for the preparation of directors of special education at an accredited college or university. This program shall include demonstration of proficiency in conducting instructional and pupil service staff evaluations based on the statewide framework for evaluation, and demonstration of competencies in the Idaho Standards for Directors of Special Education and the Idaho Standards for School Principals. Coursework shall include knowledge and competence in understanding the Individuals with Disabilities Education Act, utilizing the Idaho Special Education Manual, special education funding and fiscal accountability, results-driven leadership and accountability in special education, and instructional, behavioral, and management strategies for supporting students in the least restrictive environment; Obtain college or university verification of demonstrated the competencies of the Director of Special Education in Idaho Standards for Initial Certification of~~

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Professional School Personnel; _____(7-1-21)T

~~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; (7-1-21)T~~

iv. Have completed an administrative internship in the area of administration of special education; and
(7-1-21)T

vi. An institutional recommendation is required for Director of Special Education endorsement.
(7-1-21)T

04. ~~Certification Standards For Career Technical Educators~~Career Technical Certification Requirements. ~~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. (7-1-21)T~~

05a. ~~Standard Degree Based Career Technical Certification~~Certificate. ~~Persons who hold a degree based career technical certificate are eligible to teach in a career technical area, subject to the grade range(s) and subject area(s) of the valid endorsement(s) attached to the certificate. All degree based career technical certificates require candidates to meet the Idaho Core Teaching Standards. The degree based career technical certificate is valid for five years. A degree based career technical certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and meets the following requirements: (7-1-21)T~~

~~aj. Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following seven (7) 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. Earned a minimum of twenty (20) semester credit hours in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter of education, which shall include demonstration of competencies as specified in the Idaho Comprehensive Literacy Plan; (7-1-21)T~~

~~ii. Earned a minimum of twelve (12) semester credit hours in career technical education foundation coursework to include principles and philosophies of career technical education, evaluation and assessment in career technical education, leadership and career technical student organization leadership, career guidance and transition, occupational analysis and curriculum development, and lab safety; ()~~

~~iii. Accumulated one thousand (1,000) clock hours of related industry experience, or practicum as approved by the higher education institution, in the respective field of specialization; ()~~

~~iv. Completed a total of at least ten (10) undergraduate semester credit hours or six (6) graduate semester credit hours of student teaching; ()~~

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

v. Completed a state board approved educator preparation program and received an institutional recommendation specifying the grade ranges and subjects for which the person is eligible to receive an endorsement; ()

(1) To receive endorsement in two (2) fields of teaching, preparation must consist of at least thirty (30) semester credit hours in one (1) field of teaching and completion of at least twenty (20) semester credit hours in a second field of teaching. ()

(2) To receive endorsement in one (1) field of teaching, preparation must consist of completion of at least forty-five (45) semester credit hours in a single subject area. ()

vi. Met or exceeded the state qualifying score on the state board-approved content area and pedagogy assessments. ()

vii. Six (6) semester credit hours are required every five (5) years to renew. The renewal credit may be waived if the applicant holds a current, valid certificate from the National Board for Professional Teaching Standards at the time of renewal. Credits must be earned during the validity period of the certificate . ()

b. Career Technical Education Program Administrator Certificate. The ~~C~~career ~~T~~technical ~~E~~ducation ~~p~~rogram- ~~a~~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 ~~C~~career ~~T~~technical ~~E~~ducation ~~p~~rogram ~~A~~administrator ~~C~~ertificate. 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. (7-1-21)T

~~i~~(1). Qualify for or hold an ~~A~~advanced ~~O~~ccupational ~~S~~pecialist certificate or hold an occupational endorsement on a degree based career technical certificate; provide evidence of a minimum of four (4) years teaching, three (3) of which must be in a career technical education discipline; hold a master's degree; and complete at least fifteen (15) semester credits of administrative course work to include required credits in. (7-1-21)T

~~(1)~~ Applicants must have completed credits in: education finance, administration and supervision of personnel, and legal aspects of education; ~~and conducting evaluations using the statewide framework for teacher evaluations.~~ (7-1-21)T

~~(2)~~ Additional Remaining 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. (7-1-21)T

~~ii~~(2) Hold a superintendent or principal endorsement on a standard administrator certificate and provide evidence of a minimum or four (4) years teaching, three (3) of which must be in a career technical discipline or successfully complete the Division of Career Technical Education twenty-seven (27) month Idaho career technical education leadership institute. (7-1-21)T

~~06b.~~ 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~~ Persons who hold an occupational specialist career technical certificate are eligible to teach in a career technical program pathway-(s), subject to the grade range(s) and pathway areas(s) of the valid endorsement(s) attached to the certificate. All occupational specialist career technical certificates require candidates to meet the core teaching standards of the Idaho Standards for Initial Certification of Professional School Personnel. An occupational specialist career technical certificate may be issued to an experienced industry expert entering the teaching profession and meeting the following eligibility requirements: (7-1-21)T

ai. 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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

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 qualified under any one (1) of the following three (3) options: (7-1-21)T

~~i.(1)~~ Have three (3) years or six thousand (6,000) hours of recent, gainful employment in the occupation for which certification is requested, at least half of which must have been during the immediate previous five (5) years; or (7-1-21)T

~~ii.(2)~~ Have a baccalaureate degree in the specific occupation or related area, plus one (1) year or two thousand (2,000) hours of recent, gainful employment in the occupation for which certification is requested, at least half of which must have been during the immediate previous five (5) years; or (7-1-21)T

~~iii.(3)~~ Hold or have held an industry certification in a field closely related to the content area in which the individual seeks to teach as approved by the Division of Career Technical Education. (7-1-21)T

~~bi.~~ 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: (7-1-21)T

~~i.(1)~~ 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. (7-1-21)T

~~ii.(2)~~ Pathway II – Cohort Training: Within the first twelve (12) months, the holder must enroll in the Division of Career Technical Education sponsored education pedagogy training and complete all requirements within the three-year validity period of the interim certificate. (7-1-21)T

~~e.ii.~~ Standard Occupational Specialist Certificate. (7-1-21)T

~~i.(1)~~ This certificate is issued to individuals who have held a limited occupational specialist certificate and completed one (1) of the pathways for ~~completions~~renewable certification. (7-1-21)T

~~ii.(2)~~ 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.~~ (7-1-21)T

~~d.iii.~~ Advanced Occupational Specialist Certificate. This certificate is issued to individuals who: (7-1-21)T

~~i.~~ ~~A~~are eligible for the Standard Occupational Specialist Certificate; and (7-1-21)T

~~ii.~~ ~~P~~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 (7-1-21)T

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

~~iii. Have on file a new professional development plan for the next certification period. (7-1-21)T~~

~~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. (7-1-21)T~~

075. Postsecondary Specialist Certificate. 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 is for distance education, virtual classroom programs, and public and postsecondary partnerships. (7-1-21)T

a. Renewal. ~~This certificate is good for five (5) years and is renewable.~~ To renew ~~the~~this certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher). (7-1-21)T

b. Fees. ~~The fee is the same as an initial or renewal certificate as established in Section 066 of these rules. (7-1-21)T~~

c. The candidate must meet the following qualifications: (7-1-21)T

i. Hold a ~~master's~~baccalaureate degree or higher in the content area being taught; (7-1-21)T

ii. Be currently employed by the postsecondary institution in the content area to be taught; and (7-1-21)T

iii. Complete and pass a criminal history background check as required by Section 33-130, Idaho Code. (7-1-21)T

086. American Indian Tribal Language Certificate. ~~Each Indian~~The five (5) federally recognized tribes of Idaho 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~~tribal language(s) in accordance with Section 33-1280, Idaho Code. ~~Individuals identified by the tribe(s) may apply~~To be eligible for an Idaho American Indian Tribal Languages Certificate certificate as American Indian languages teachers an applicant designated to teach tribal language(s) shall submit a complete application. If approved the certificate shall be issued for five years and is renewable. (7-1-21)T

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. (7-1-21)T

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. (7-1-21)T

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. (7-1-21)T

097. Junior Reserved Officer Training Corps (Junior ROTC) Instructors. (7-1-21)T

a. Each local education agency with a Junior ROTC program shall provide the State Department of Education a list of individuals who have completed an official armed forces training program to qualify as To be

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

eligible for a Junior ROTC ~~instructors in high schools~~ Instructor certificate, an applicant shall submit a complete application and provide a ~~notarized~~ copy of their certificate(s) or letter of completion of an armed forces Junior ROTC training program. (7-1-21)T

~~b. Authorization Letter. Upon receiving the items identified in Subsection 015.09.a. If approved the certificate shall be issued for five years and is renewable.~~

108. Additional Renewal Requirements. In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable: (7-1-21)T

a. Administrator certificate renewal. In order to recertify, holders of an administrator certificate must complete a course consisting of a minimum of three (3) semester credits in the Idaho framework for teachers' evaluation pursuant to Section 33-1204, Idaho Code. Credits must be earned through an approved educator preparation program and include a laboratory component. The laboratory component must include in-person or video observation and scoring of teacher performance using the statewide framework for teacher's evaluation. The approved course must include the following competencies: (7-1-21)T

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. (7-1-21)T

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. (7-1-21)T

016. IDAHO INTERIM CERTIFICATE.

A three ~~(3)-~~ year interim certificate may be issued to ~~those~~ applicants who hold a valid certificate ~~or~~ 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 who are engaged in or completed a non-traditional route to teacher certification as prescribed herein. An interim certificate gives the holder the same rights and responsibilities as an individual with a standard certificate. (7-1-21)T

01. Interim Certificate Not Renewable. Interim certification is only available on a one ~~(1)-~~ time basis except under extenuating circumstances approved by the State Department of Education or Division of Career Technical Education. It will be the responsibility of the individual to An applicant must meet the requirements of the applicable alternate authorization route or non-traditional route and to obtain a full-standard Idaho Educator Credential during the term of the interim certificate. (7-1-21)T

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. The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements. (7-1-21)T

a. Individuals who possess a baccalaureate degree or higher from an ~~accredited~~ institution of higher education accredited by an entity recognized by the state board of education may ~~utilize this non-traditional route to~~ receive an interim instructional certificate. To ~~complete this non-traditional route~~ receive the interim certificate, the individual must: (7-1-21)T

i. Complete or enroll in a state board approved program; and (7-1-21)T

ii. Pass the state board approved pedagogy and content area assessment; ~~and~~ (7-1-21)T

~~iii. Complete the Idaho Department of Education background investigation check.~~ (7-1-21)T

b. ~~Interim Certificate~~ Standard certification. Upon completion of ~~this certification process~~ the non-

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

~~traditional route the applicant must, the individual will be awarded an interim certificate. 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~~pursuant to Section 33-1001, Idaho Code. (7-1-21)T

~~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.~~ (7-1-21)T

~~d. Types of Certificates and Endorsements. The non traditional route may be used for first time certification, subsequent certificates, and additional endorsements.~~ (7-1-21)T

03. Idaho Comprehensive Literacy Course. ~~For a~~All Idaho teachers working on an interim certificates, (alternate authorizations, nontraditional routes, reinstatements, or coming from out of ~~the~~ state), must complete ~~ion of~~ a state board approved Idaho Comprehensive Literacy course or assessment, ~~or approved secondary equivalent shall be as~~ a one-time requirement for full standard instructional certification. (7-1-21)T

~~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.~~ (7-1-21)T

04. Teaching for Mathematical Thinking for Instruction. ~~For a~~All Idaho teachers or administrators working on an 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 Education endorsement, Blended Early Childhood/Early Childhood Special Education endorsement, or Administrator certificate must complete at the state board approved Teaching for Mathematical Thinking for Instruction, ~~or another State Department of Education approved alternative~~ course, as a one-time requirement for full certification. (7-1-21)T

~~05. Technology. Out of state applicants may be reviewed by the hiring local education agency for technology deficiencies and may be required to take technology courses to improve their technology skills.~~ (7-1-21)T

06. Reinstatement of Expired Certificate. An individual holding an expired Idaho certificate may be issued an nonrenewable three year interim certificate. During the validity period of the interim certificate, the applicant must meet the following requirements to obtain full standard certification during the term of the interim certificate: (7-1-21)T

a. Two (2) years of successful evaluations as per Section 33-1001, Idaho Code. (7-1-21)T

b. Measured annual progress on specific goals identified on the applicant's Individualized Professional Learning Plan. (7-1-21)T

c. Completion of ~~S~~six (6) credit renewal requirement. (7-1-21)T

d. ~~Any applicable requirement for~~Completion of the Idaho Comprehensive Literacy Course or Teaching for Mathematical Thinking for Instruction as ~~indicated in Subsections 016.02 and 016.03 provided herein.~~ (7-1-21)T

~~07. 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.~~ (7-1-21)T

08. 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. (7-1-21)T

017. CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.

01. Assessments. State Board of Education approved content, pedagogy and performance area assessments shall be used 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. (7-1-21)T

~~**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. (7-1-21)T~~

03. Idaho Comprehensive Literacy Assessment. All applicants for initial Idaho certification ~~(K-12)~~ from a state board-approved educator preparation program must demonstrate competency in comprehensive literacy. Areas to be included 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. (7-1-21)T

018. -- 020. (RESERVED)

021. ENDORSEMENTS.

Holders of an Instructional Certificate or Occupational Specialist Certificate ~~may be granted endorsements in areas as provided herein~~ must have one (1) or more endorsements attached to their certificate and as applicable to the type of certification. 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 content~~ 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 certificate, an individual shall complete the credit hour requirements as ~~provided herein~~ established by the state board of education and also meet or exceed the state qualifying score on appropriate a 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.~~ (7-1-21)T

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. (7-1-21)T

02. Alternative Authorization - Teacher to New Endorsement. This alternative authorization allows a local education agency to request additional endorsement for a candidate. 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: (7-1-21)T

a. Option I -- An official statement 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 if the statement is created in consultation with the department or division in which the competency is established and is approved by the director

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

of teacher education of the recommending college or university.

(7-1-21)T

~~b. Option II -- National Board. By earning National Board Certification in content specific areas, teachers may gain endorsement in a corresponding subject area. (7-1-21)T~~

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. Successful completion of a one (1) year, state board approved mentoring program is required to maintain the endorsement after the first year. (7-1-21)T

d. Option ~~IV~~III -- Content area assessment and mentoring. A candidate may add Aan endorsements ~~may be added~~ by successfully completing a state board-approved content areas assessment ~~within the first year of authorization~~ and a one-year, state board-approved mentoring program within the first year of authorization. (7-1-21)T

03. National Board Certification. An applicant holding an instructional certificate and current national board certification may add an endorsement in a corresponding content-specific area.

~~022. INSTRUCTIONAL CERTIFICATE ENDORSEMENTS A – D.~~

~~01. All Subjects (K-8). Allows one to teach in any educational setting (K-8). Twenty (20) semester credit hours, or thirty (30) quarter credit hours in the philosophical, psychological, methodological foundations, instructional technology, and professional subject matter must be in elementary education including at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading. This endorsement must be accompanied by at a minimum one (1) additional subject area endorsement allowing teaching of that subject through grade 9 or kindergarten through grade 12. (7-1-21)T~~

~~02. American Government /Political Science (5-9 or 6-12). Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American government, six (6) semester credit hours in U.S. history survey, and a minimum of three (3) semester credit hours in comparative government. Remaining course work must be selected from political science. Course work may include three (3) semester credit hours in world history survey. (7-1-21)T~~

~~03. Bilingual Education (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Bilingual Education Teachers to include all of the following: upper division coursework in one (1) modern language other than English, including writing and literature, and advanced proficiency according to the American Council on the Teaching of Foreign Languages guidelines; cultural diversity; ESL/bilingual methods; linguistics, second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners, biliteracy; at least one (1) semester credit hour in bilingual clinical field experience. (7-1-21)T~~

~~04. Biological Science (5-9 or 6-12). Twenty (20) semester credit hours including coursework in each of the following areas: molecular and organismal biology, heredity, ecology and biological adaptation. (7-1-21)T~~

~~05. Blended Early Childhood Education/Early Childhood Special Education (Birth – Grade 3). The Blended Early Childhood Education/Early Childhood Special Education (Birth – Grade 3) endorsement allows one to teach in any educational setting birth through grade three (3). To be eligible, a candidate must have satisfied the following requirements a minimum of thirty (30) semester 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; 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. (7-1-21)T~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

~~06. Blended Elementary Education/Elementary Special Education (Grade 4—Grade 6). The Blended Elementary Education/Elementary Special Education (Grade 4—Grade 6) endorsement allows one to teach in any grade four (4) through grade six (6) education setting, except in a middle school setting. This endorsement may only be issued in conjunction with the Blended Early Childhood Education/Early Childhood Special Education (Birth—Grade 3) endorsement. To be eligible for a Blended Elementary Education/Elementary Special Education (Grade 4—Grade 6) endorsement, a candidate must have satisfied the following requirements: Completion of a program of a minimum of twenty (20) semester credit hours in elementary education and special education coursework to include: methodology and content knowledge (mathematics, literacy, science, health, physical education art), technology, assessment, and clinical experiences in grades four (4) through six (6). (7-1-21)T~~

~~07. Chemistry (5-9 or 6-12). Twenty (20) semester credit hours in the area of chemistry, to include coursework in each of the following areas: inorganic and organic chemistry. (7-1-21)T~~

~~08. Communication (5-9 or 6-12). Follow one (1) of the following options: (7-1-21)T~~

~~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. (7-1-21)T~~

~~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. (7-1-21)T~~

~~09. Computer Science (5-9 or 6-12). (7-1-21)T~~

~~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 (7-1-21)T~~

~~b. Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (7-1-21)T~~

~~10. 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. 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. (7-1-21)T~~

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: (7-1-21)T~~

~~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 clinical practice at the Pre-K-3 grades. (7-1-21)T~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

(7-1-21)T

~~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. (7-1-21)T~~

~~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. (7-1-21)T~~

~~04. **Engineering (5-9 or 6-12).** Twenty (20) semester credit hours of engineering course work. (7-1-21)T~~

~~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. (7-1-21)T~~

~~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. (7-1-21)T~~

~~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 clinical experience to include student teaching in an elementary or secondary special education setting. To be eligible, a candidate must complete thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (7-1-21)T~~

~~08. **Geography (5-9 or 6-12).** Twenty (20) semester credit hours including course work in cultural geography and physical geography, and a maximum of six (6) semester credit hours in world history survey. The remaining semester credit hours must be selected from geography. (7-1-21)T~~

~~09. **Geology (5-9 or 6-12).** Twenty (20) semester credit hours in the area of geology. (7-1-21)T~~

~~10. **Gifted and Talented (K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Teachers of Gifted and Talented Students, to include coursework in the following areas of gifted and talented education: foundations, creative and critical thinking, social and emotional needs, curriculum, instruction, assessment and identification, differentiated instruction, program design, and clinical practice. (7-1-21)T~~

~~11. **Health (5-9, 6-12, or K-12).** Twenty (20) semester credit hours to include course work in each of the following areas: organization/administration/planning of a school health program; health, wellness, and behavior change; secondary methods of teaching health, to include field experience in a traditional classroom; mental/emotional health; nutrition; human sexuality; substance use and abuse. Remaining semester credits must be in health related course work. To obtain a Health K-12 endorsement, applicants must complete an elementary health methods course. (7-1-21)T~~

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

~~course work must be in history. Course work may include three (3) semester credit hours in American government. (7-1-21)T~~

~~**13. Humanities (5-9 or 6-12).** An endorsement in English, history, music, visual art, drama, or foreign language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: literature, music, foreign language, humanities survey, history, visual art, philosophy, drama, comparative world religion, architecture, and dance. (7-1-21)T~~

~~**14. Journalism (5-9 or 6-12).** Follow one (1) of the following options: (7-1-21)T~~

~~**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. (7-1-21)T~~

~~**b.** Option II — Possess an English endorsement with a minimum of six (6) semester credit hours in journalism. (7-1-21)T~~

~~**15. Literacy (K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Literacy Teachers to include the following areas: foundations of literacy (including reading, writing, listening, speaking, viewing, and language); development and diversity of literacy learners; literacy in the content area; literature for youth; language development; corrective/diagnostic/remedial reading; writing methods; and reading methods. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment. (7-1-21)T~~

~~**024. INSTRUCTIONAL CERTIFICATE ENDORSEMENTS M–Z.**~~

~~**01. Mathematics (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. (7-1-21)T~~

~~**02. Mathematics – Middle Level (5-9).** 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. (7-1-21)T~~

~~**03. Music (5-9 or 6-12 or K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Music Teachers to include course work in the following: theory and harmony; aural skills, music history; conducting; applied music; and piano proficiency (class piano or applied piano), and secondary music methods/materials. To obtain a Music K-12 endorsement, applicants must complete an elementary music methods course. (7-1-21)T~~

~~**04. Natural Science (5-9 or 6-12).** Follow one (1) of the following options: (7-1-21)T~~

~~**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: (7-1-21)T~~

~~**i.** Existing Biological Science Endorsement. Eight (8) semester credit hours in each of the following areas: physics, chemistry, and Earth science or geology. (7-1-21)T~~

~~**ii.** Existing Physics Endorsement. Eight (8) semester credit hours in each of the following areas: biology, chemistry, and Earth science or geology. (7-1-21)T~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

~~_____ iii. Existing Chemistry Endorsement. Eight (8) semester credit hours in each of the following areas: biology, physics, and Earth science or geology. (7-1-21)T~~

~~_____ iv. Existing Earth science or Geology Endorsement. Eight (8) semester credit hours in each of the following areas: biology, physics, and chemistry. (7-1-21)T~~

~~_____ 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. (7-1-21)T~~

~~_____ 05. Online Teacher (K-12). To be eligible for an Online Teacher (K-12) endorsement, a candidate must have satisfied the following requirements: (7-1-21)T~~

~~_____ a. Meets the state's professional teaching and/or licensure standards and is qualified to teach in his/her field of study. (7-1-21)T~~

~~_____ b. Provides evidence of online course time as a student and demonstrates online learning experience. (7-1-21)T~~

~~_____ 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. (7-1-21)T~~

~~_____ 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. (7-1-21)T~~

~~_____ e. Demonstrates proficiency in the Idaho Standards for Online Teachers. (7-1-21)T~~

~~_____ 06. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: personal and teaching competence in sport, movement, physical activity, and outdoor skills; secondary PE methods; administration and curriculum to include field experiences in physical education; student evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current CPR and first aid certification. To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course. (7-1-21)T~~

~~_____ 07. Physical Science (5-9 or 6-12). Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: chemistry and physics. (7-1-21)T~~

~~_____ 08. Physics (5-9 or 6-12). Twenty (20) semester credit hours in the area of physics. (7-1-21)T~~

~~_____ 09. Psychology (5-9 or 6-12). Twenty (20) semester credit hours in the area of psychology. (7-1-21)T~~

~~_____ 10. Science — Middle Level (5-9). Twenty-four (24) semester credit hours in science content coursework including at least eight (8) credits in each of the following: biology, earth science, and physical science to include lab components. Science foundation standards must be met. (7-1-21)T~~

~~_____ 11. Social Studies (6-12). Must have an endorsement in history, American government/political science, economics, or geography plus a minimum of twelve (12) semester credit hours in each of the remaining core endorsements areas: history, geography, economics, and American government/political science. (7-1-21)T~~

~~_____ 12. Social Studies — Middle Level (5-9). Twenty (20) Semester credit hours in social studies content coursework including at least five (5) credits in each of the following: history, geography, and American~~

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

~~government/political science or economics. Social studies foundations must be met. (7-1-21)T~~

~~13. Sociology (5-9 or 6-12). Twenty (20) semester credit hours in the area of sociology. (7-1-21)T~~

~~14. Sociology/Anthropology (5-9 or 6-12). Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: anthropology and sociology. (7-1-21)T~~

~~15. Teacher Leader. Teacher leaders provide technical assistance to teachers and other staff in the 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. (7-1-21)T~~

~~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: (7-1-21)T~~

~~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. (7-1-21)T~~

~~ii. Experience: Completion of a minimum of three (3) years' full-time certificated teaching experience while under contract in an accredited school setting. (7-1-21)T~~

~~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. (7-1-21)T~~

~~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: (7-1-21)T~~

~~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. (7-1-21)T~~

~~ii. Experience: Completion of a minimum of three (3) years' full-time certificated experience while under contract in an accredited school setting. (7-1-21)T~~

~~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. (7-1-21)T~~

~~c. Teacher Leader—Mathematics—Eligibility for Endorsement. To be eligible for a Teacher Leader—~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

~~Mathematics endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: (7-1-21)T~~

~~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. (7-1-21)T~~

~~ii. Experience: Completion of a minimum of three (3) years' full-time certificated teaching experience while under contract in an accredited school setting. (7-1-21)T~~

~~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. (7-1-21)T~~

~~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: (7-1-21)T~~

~~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. (7-1-21)T~~

~~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. (7-1-21)T~~

~~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. (7-1-21)T~~

~~16. Teacher Librarian (K-12). Twenty (20) semester credit hours of coursework leading toward competency as defined by Idaho Standards for Teacher Librarians to include the following: collection development/materials selection; literature for children and/or young adults; organization of information to include cataloging and classification; school library administration/management; library information technologies; information literacy; and reference and information service. (7-1-21)T~~

~~17. Theater Arts (5-9 or 6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Theater Arts Teacher, including coursework in each of the following areas: acting and directing, and a minimum of six (6) semester credits in technical theater/stagecraft. To obtain a Theater Arts (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theater. (7-1-21)T~~

~~18. Visual Arts (5-9, 6-12, or K-12). Twenty (20) Semester credit hours leading toward competency as defined by Idaho Standards for Visual Arts Teachers to include a minimum of nine (9) semester credit hours in:~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

~~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. (7-1-21)T~~

~~19. **Visual Impairment (Pre-K-12).** Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for a Visually Impaired endorsement, a candidate must have satisfied the following requirements: (7-1-21)T~~

~~20. **World Language (5-9, 6-12 or K-12).** Twenty (20) semester credit hours to include a minimum of twelve (12) intermediate or higher credits in a specific world language. Course work must include two (2) or more of the following areas: grammar, conversation, composition, culture, or literature; and course work in foreign language methods. To obtain an endorsement in a specific foreign language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific foreign language, applicants must complete the following: (7-1-21)T~~

~~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 (7-1-21)T~~

~~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) (7-1-21)T~~

~~02522. -- 027. (RESERVED)~~

028. PROFESSIONAL ENDORSEMENTS.

Eligibility for the professional and advanced professional endorsement pursuant to Section 33-1201A, Idaho Code, may be established by providing additional evidence demonstrating effective teaching for the purpose of determining proficiency and student achievement in the event required standards for the professional endorsement are not met. (7-1-21)T

01. Measurable Student Achievement and Student Success Indicators. Evidence of a majority of the applicable staff person's students meeting measurable student achievement targets, or student success indicator targets, may be demonstrated by the certificated staff member providing evidence that students from an accredited private or out-of-state public school have met targets set by the certificated staff member. The measurable student achievement or student success indicators must be comparable to the measurable student achievement or student success indicator targets established by the hiring school for certificated staff in similar employment areas and similar grade ranges pursuant to Section 33-1001, Idaho Code. (7-1-21)T

~~02. **Performance Criteria.** Evidence of meeting the performance criteria as applicable to the professional or advanced professional endorsement pursuant to Section 33-1001, Idaho Code, may be provided through the submittal of annual evaluations showing standards aligned to the Idaho framework for teaching evaluation standards. (7-1-21)T~~

03. Validity of Evidence. Evidence provided must show that the certificated staff member met each of the proficiency and student achievement requirements in each year required. (7-1-21)T

04. Evaluation of Evidence. The local education agency administrator shall be responsible for evaluating the evidence provided and determining alignment with the school district or charter schools measurable student achievement and student success indicators and alignment with the Idaho framework for teaching evaluation standards. The reviewing administrator shall sign an affidavit stating the evidence meets the district and state standards for measurable student achievement and student success indicators and performance criteria. The local education agency shall report the equivalent performance criteria rating the certificated staff member received and indicate if any equivalent components were rated as unsatisfactory and the measurable student achievement or student success indicator used with verification that the majority of their students have met the measurable student achievement targets

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

or student success indicators. Targets must be comparable to targets set for like groups of students at the hiring school. The state board of education or state department of education may request to review the evidence provided for determining proficiency and student achievement. (7-1-21)T

029. -- 041. (RESERVED)

042. ALTERNATIVE AUTHORIZATION.

Alternative authorization allows a local education agency with an area of need to request certification for a candidate ~~when a professional position cannot be filled with someone who has the correct certification in an area of need identified by the local education agency.~~ This authorization grants an interim certificate that allows individuals to serve as the ~~educator-teacher~~ of record while pursuing standard certification. ~~The 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. Alternative authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward standard certification must be provided each year. Interim certification is valid for no more than three (3) years total.~~ Individuals who ~~are hold a currently instructional certificated to teach but who are in need of an endorsement in another area~~ may obtain an additional endorsement through an alternative authorization – teacher to new endorsement ~~as described as prescribed~~ in Subsection 021-02 of these rules. (7-1-21)T

01. Alternative Authorization -- Teacher To New Certification. This alternative authorization allows a local education agency 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 in a new certification area.~~ (7-1-21)T

a. Prior to application, ~~athe~~ candidate must hold a baccalaureate degree or higher and a current and valid Idaho ~~instructional~~ certificate. The local education agency must attest to the candidate's ability to fill the position. (7-1-21)T

b. ~~A~~The candidate must participate in a state board- approved educator preparation program. (7-1-21)T

i. The candidate will work toward completion of a state board-approved educator preparation program. The candidate must complete a minimum of nine (9) semester credits annually to maintain eligibility for renewal; and (7-1-21)T

ii. The participating educator preparation program shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (7-1-21)T

02. Alternative Authorization -- Content Specialist. This alternative authorization allows a local education agency to request an instructional certificate for an individual who possesses distinct content knowledge and skills to teach in ~~an area of need identified by the local education agency~~ a content area. (7-1-21)T

a. Initial Qualifications. (7-1-21)T

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 (7-1-21)T

ii. Prior to entering the classroom, the local education agency shall ensure the candidate is qualified to teach in the content ~~area of identified need~~. The candidate shall meet or exceed the state qualifying score on the appropriate state board-approved content or pedagogy assessment, including demonstration of content knowledge through a combination of employment, experience, and education. (7-1-21)T

b. State Board Approved Educator ~~orion~~ Preparation Program. (7-1-21)T

i. Prior to authorization, a consortium comprised of a state board-approved educator preparation

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

program representative, a local education agency representative, 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 ~~or~~ work experiences. The plan must include a state board-approved mentoring program. While teaching under the alternative authorization, the mentor shall provide a minimum of one (1) classroom observation per month, which will include feedback and reflection. The plan must include annual progress goals that must be met for annual renewal; (7-1-21)T

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 (7-1-21)T

iii. At the time of authorization the candidate must enroll in and work toward completion of the plan. The candidate must complete a minimum of nine (9) semester credits annually to maintain eligibility for renewal. The candidate must complete the plan to receive a certificate of completion. (7-1-21)T

03. Alternative Authorization - Pupil Service Staff. This alternative authorization allows a local education agency to request ~~endorsement/certification~~ and endorsement for a candidate when a position requiring the Pupil Service Staff Certificate cannot be filled ~~with someone who has the school counselor or school social worker endorsement.~~ (7-1-21)T

a. Initial Qualifications. The applicant must complete the following: (7-1-21)T

i. Prior to application, a candidate must hold a baccalaureate degree or higher; and (7-1-21)T

ii. The local education agency must attest to the ability of the candidate to fill the position. (7-1-21)T

b. Educator Preparation Program. (7-1-21)T

i. At the time of authorization the candidate must enroll in and work toward completion of a state board approved educator preparation program through a participating college/university and the local education agency. The educator preparation program must include annual progress goals. (7-1-21)T

ii. The candidate must complete a minimum of nine (9) semester credits annually to maintain eligibility for renewal. (7-1-21)T

iii. The participating educator preparation program will provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (7-1-21)T

iv. The candidate must meet all requirements for the endorsement/certificate as provided herein. (7-1-21)T

04. Alternative Authorization Renewal. Annual renewal will be based on the school year and satisfactory progress toward completion of the applicable alternate authorization requirements. (7-1-21)T

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. (7-1-21)T

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

01. State Board of Education Requirements for Professional Development. All certificated personnel must complete at least six (6) semester credit hours or equivalent professional development within the five (5) year validity period of the certificate being renewed. (7-1-21)T

02. Credit. Graduate or undergraduate credit will be accepted for renewal. Credit must be transcribed and completed through a college or university accredited by an entity recognized by the state board of education.

a. At least three (3) semester credits shall be taken for postsecondary credit and verified 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.

ac. Credits taken for ~~recertification~~ certificate renewal must be ~~educationally~~ related to the individualized professional learning plan or ~~related to~~ the professional practice of the applicant. (7-1-21)T

i. Credits must be specifically tied to content areas and/or an area of any other endorsement; or (7-1-21)T

ii. Credits must be specific to pedagogical best practices or for administrative/teacher leadership; or (7-1-21)T

iii. Credits must be tied to a specific area of need designated by local education agency administration. (7-1-21)T

iv. Credits must be taken during the validity period of the certificate. (7-1-21)T

~~**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 state licensing board will be accepted for recertification. The continuing education units must be recognized by the appropriate Idaho state licensing board.~~ (7-1-21)T

~~**c.** Credits and continuing education units must be taken during the validity period of the certificate.~~ (7-1-21)T

d. All requests for equivalent in-service training to apply toward ~~recertification~~ renewal, 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~~ approved by the local education agency. Individuals holding Occupational Specialist Certificates must ~~be made~~ make requests through the Division of Career Technical Education. Applicants must receive ~~prior~~ approval ~~of for~~ in-service training and course work prior to applying for renewal. All in-service training must be aligned with the ~~individual's~~ applicant's individualized professional learning plan or related to professional practice. Fifteen (15) contact hours are equivalent to one (1) semester credit. (7-1-21)T

e. ~~At least fifteen (15) hours of formal instruction must be given for each hour of in-service credit granted. Pupil service staff certificate holders who hold a professional license through the appropriate Idaho state licensing board may use renewal of their professional license toward the renewal of their pupil service staff certificate in lieu of the requirements herein.~~ (7-1-21)T

f. Renewal ~~Recertification~~ credits may not be carried over from one (1) ~~recertification~~ renewal period to the next. (7-1-21)T

03. Professional Development Plans. Local education agencies will have professional development plans.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

~~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. (7-1-21)T~~

~~02. State Board of Education Professional Development Requirements. (7-1-21)T~~

~~a. Local education agencies will have professional development plans. (7-1-21)T~~

~~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. (7-1-21)T~~

~~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. (7-1-21)T~~

~~d. Pupil Service Staff Certificate holders who hold a professional license through the appropriate Idaho 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. (7-1-21)T~~

061. -- 075. (RESERVED)

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. (7-1-21)T

01. Aspirations and Commitments. (7-1-21)T

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. (7-1-21)T

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. (7-1-21)T

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. (7-1-21)T

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. (7-1-21)T

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

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. (7-1-21)T

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. (7-1-21)T

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. (7-1-21)T

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: (7-1-21)T

- a. Committing any act of child abuse, including physical or emotional abuse; (7-1-21)T
- b. Committing any act of cruelty to children or any act of child endangerment; (7-1-21)T
- c. Committing or soliciting any sexual act from any minor or any student regardless of age; (7-1-21)T
- d. Committing any act of harassment as defined by local education agency policy; (7-1-21)T
- e. Soliciting, encouraging, or consummating a romantic relationship (whether written, verbal, virtual, or physical) with a student, regardless of age; (7-1-21)T
- 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; (7-1-21)T
- g. Using inappropriate language including, but not limited to, swearing and improper sexual comments (e.g., sexual innuendos or sexual idiomatic phrases); (7-1-21)T
- h. Taking or possessing images (digital, photographic, or video) of students of a harassing, confidential, or sexual nature; (7-1-21)T
- i. Inappropriate contact with any minor or any student regardless of age using electronic or social media; (7-1-21)T
- j. Furnishing alcohol or illegal or unauthorized drugs to any student or allowing or encouraging a student to consume alcohol or unauthorized drugs except in a medical emergency; (7-1-21)T
- k. Conduct that is detrimental to the health or welfare of students; and (7-1-21)T
- l. Deliberately falsifying information presented to students. (7-1-21)T

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: (7-1-21)T

- a. Being on school premises or at any school-sponsored activity, home or away, involving students

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

while possessing, using, or consuming illegal or unauthorized drugs; (7-1-21)T

b. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol; (7-1-21)T

c. Inappropriate or illegal use of prescription medications on school premises or at any school-sponsored events, home or away; (7-1-21)T

d. Inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function; and (7-1-21)T

e. Possession of an illegal drug as defined in Chapter 27, Idaho Code, Uniform Controlled Substances. (7-1-21)T

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: (7-1-21)T

a. Fraudulently altering or preparing materials for licensure or employment; (7-1-21)T

b. Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment or licensure; (7-1-21)T

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; (7-1-21)T

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; (7-1-21)T

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.); (7-1-21)T

f. Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves; (7-1-21)T

g. Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry or investigation; (7-1-21)T

h. Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues; and (7-1-21)T

i. Failure to notify the state of any criminal conviction of a crime violating the statutes and/or rules governing teacher certification. (7-1-21)T

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: (7-1-21)T

a. Misuse, or unauthorized use, of public or school-related funds or property; (7-1-21)T

b. Failure to account for school funds collected from students, parents, patrons, or other donors from all sources, including online donation platforms; (7-1-21)T

c. Submission of fraudulent requests for reimbursement of expenses or for pay; (7-1-21)T

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

- d. Co-mingling of public or school-related funds in personal bank account(s); (7-1-21)T
- e. Use of school property for private financial gain; (7-1-21)T
- f. Use of school computers to deliberately view or print pornography; and, (7-1-21)T
- g. Deliberate use of poor budgeting or accounting practices. (7-1-21)T
- 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: (7-1-21)T

 - a. Unauthorized solicitation of students or parents of students to purchase equipment, supplies, or services from the educator who will directly benefit; (7-1-21)T
 - 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; (7-1-21)T
 - c. Tutoring students assigned to the educator for remuneration unless approved by the local board of education; and, (7-1-21)T
 - d. Soliciting, accepting, or receiving a financial benefit greater than fifty dollars (\$50) as defined in Section 18-1359(b), Idaho Code. (7-1-21)T
 - e. Keeping for oneself donations, whether money or items, that were solicited or accepted for the benefit of a student, class, classroom, or school. (7-1-21)T
- 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: (7-1-21)T

 - 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 (7-1-21)T
 - b. Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities. (7-1-21)T
- 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: (7-1-21)T

 - a. Abandoning any contract for professional services without the prior written release from the contract by the employing local education agency; (7-1-21)T
 - b. Willfully refusing to perform the services required by a contract; and, (7-1-21)T
 - 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. (7-1-21)T
- 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: (7-1-21)T

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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

(7-1-21)T

b. Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment or neglect); (7-1-21)T

c. Failure to comply with Section 33-512B, Idaho Code, (suicidal tendencies and duty to warn); and (7-1-21)T

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. (7-1-21)T

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: (7-1-21)T

a. Any conduct that seriously impairs the Certificate holder's ability to teach or perform his professional duties; (7-1-21)T

b. Committing any act of harassment toward a colleague; (7-1-21)T

c. Failure to cooperate with the Professional Standards Commission in inquiries, investigations, or hearings; (7-1-21)T

d. Using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections; (7-1-21)T

e. Willfully interfering with the free participation of colleagues in professional associations; and (7-1-21)T

f. Taking, possessing, or sharing images (digital, photographic, or video) of colleagues of a harassing, confidential, or sexual nature. (7-1-21)T

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 outlining the specific, purported violations of Section 33-1208, Idaho Code, or the Code of Ethics for Idaho Professional Educators. (7-1-21)T

02. Allegation. A purported violation of the Code of Ethics for Idaho Professional Educators or Idaho Code. (7-1-21)T

03. Certificate Denial. The refusal of the state to grant a certificate. (7-1-21)T

04. Certificate Suspension. A time-certain invalidation of any Idaho certificate. (7-1-21)T

05. Conditioned Certificate. Stated Certificate conditions as determined by the Professional Standards Commission (Section 33-1209(02), Idaho Code). (7-1-21)T

06. Educator. A person who held, holds, or applies for an Idaho Certificate (Section 33-1201, Idaho Code). (7-1-21)T

07. Education Official. An individual identified by local school board policy, including, but not limited to, a superintendent, principal, assistant principal, or school resource officer (SRO). (7-1-21)T

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

08. Executive Committee. A decision-making body comprised of members of the Professional Standards Commission, including the chair and/or vice-chair of the Commission. A prime duty of the Committee is to review alleged violations of the Code of Ethics for Idaho Professional Educators to determine probable cause and recommend possible disciplinary action. (7-1-21)T

09. Hearing. A formal review proceeding that ensures the respondent due process. The request for a hearing is initiated by the respondent and is conducted by a panel of peers. (7-1-21)T

10. Hearing Panel. A minimum of three (3) educators appointed by the chair of the Professional Standards Commission and charged with the responsibility to make a final determination regarding the charges specifically defined in the Administrative Complaint. (7-1-21)T

11. Investigation. The process of gathering factual information concerning a valid, written complaint in preparation for review by the Professional Standards Commission Executive Committee, or following review by the Executive Committee at the request of the deputy attorney general assigned to the Professional Standards Commission. (7-1-21)T

12. No Probable Cause. A determination by the Executive Committee that there is not sufficient evidence to take action against an educator's certificate. (7-1-21)T

13. Principles. Guiding behaviors that reflect what is expected of professional educators in the state of Idaho while performing duties as educators in both the private and public sectors. (7-1-21)T

14. Probable Cause. A determination by the Executive Committee that sufficient evidence exists to issue an administrative complaint. (7-1-21)T

15. Reprimand. A written letter admonishing the Certificate holder for their conduct. (7-1-21)T

16. Respondent. The legal term for the professional educator who is under investigation for a purported violation of the Code of Ethics for Idaho Professional Educators. (7-1-21)T

17. Revocation. The invalidation of any Certificate held by the educator. (7-1-21)T

18. Stipulated Agreement. A written agreement between the respondent and the Professional Standards Commission to resolve matters arising from an allegation of unethical conduct following a complaint or an investigation. The stipulated agreement is binding to both parties and is enforceable under its own terms. (7-1-21)T

078. -- 099. (RESERVED)

100. OFFICIAL VEHICLE FOR APPROVING EDUCATOR PREPARATION PROGRAMS.
Section 33-114, Idaho Code

01. The Official Vehicle for the Approval of Traditional Educator Preparation Programs. ~~The official vehicle for the approval of~~ Traditional educator preparation programs will be ~~the Council for the Accreditation of Educator Preparation (CAEP)-accredited by an accrediting body that approves educator preparation programs and is recognized by the state board of education~~ standards and meets the approved Idaho Standards for the Initial Certification of Professional School Personnel. ~~The Idaho Standards are based upon the accepted national standards for educator preparation and include state specific, core teaching requirements. The State Department of Education will transmit to the head of each Idaho college or Department of Education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will take effect and must be implemented within a period not to exceed two (2) years after notification of such revision. The Idaho Standards for the Initial Certification of Professional School Personnel will be posted on the state board of education and state~~

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

department of education websites. All standards will include an implementation date.

(7-1-21)T

02. Non-Traditional Educator Preparation Program. ~~The State Board of Education must approve all non-traditional route to teacher certification programs. The programs must include, at a minimum, the following components:~~ To be considered for approval each non-traditional educator preparation program must include the following components:

(7-1-21)T

~~a. Pre-assessment of teaching and content knowledge;~~ (7-1-21)T

~~b. An academic advisor with knowledge of the prescribed instruction area;~~ (7-1-21)T

c. ~~Exams~~ Assessment of pedagogy and content knowledge; and (7-1-21)T

d. ~~Be aligned~~ Alignment to the Idaho Standards for the Initial Certification of Professional School Personnel.

(7-1-21)T

03. Reference Availability. The Idaho Standards for the Initial Certification of Professional School Personnel, ~~incorporated by reference in Subsection 004.01,~~ are available for inspection on the Office of the State Board of Education's website at www.boardofed.idaho.gov.

(7-1-21)T

04. Continuing Approval. Approved educator preparation programs will be reviewed for continued approval on a timeline and in a format established by the state board of education. Program reviews will take into consideration the instructional methodology used by the approved program.

(7-1-21)T

~~a. The state of Idaho will follow the Council for Accreditation of Educator Preparation (CAEP) standards model by which institutions shall pursue continuing approval through a full program review every seven (7) years. The full program review shall be based upon the Idaho Standards for Initial Certification of Professional School Personnel.~~ (7-1-21)T

~~b. The state of Idaho will additionally conduct focused reviews of state specific, core teaching requirements in the interim, not to exceed every third year following the full program review.~~ (7-1-21)T

~~c. All approved non-traditional educator preparation programs will be reviewed for continued approval on the same schedule as traditional educator preparation programs. Reviews will include determination of continued alignment with the approved Idaho Standards for the Initial Certification of Professional School Personnel and effectiveness of program completers.~~ (7-1-21)T

05. Payment Responsibilities for Educator Preparation Program Reviews. The Professional Standards Commission is responsible for Idaho educator preparation program reviews, including assigning responsibility for paying for program reviews. To implement the reviews, it is necessary that:

(7-1-21)T

a. The Professional Standards Commission pay for all state review team expenses for on-site teacher preparation reviews from its budget. (7-1-21)T

b. Requesting institutions pay for all other expenses related to on-site educator preparation program reviews, including ~~the~~ all standards review. (7-1-21)T

101. -- 109. (RESERVED)

110. PERSONNEL STANDARDS.

The State Board of Education supports the efforts made by the Idaho Legislature to lower class size. Significant progress has been made in grades one through three (1-3). The State Board of Education believes that class sizes in grades four through six (4-6) are too high. Districts are encouraged to lower all class sizes as funds become available. Each district will develop personnel policies and procedures to implement the educational program of the district. The

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

policies and procedures will address representation in each of the following personnel areas, as appropriate to student enrollment and the needs of each attendance area. Districts should strive to achieve ratios consistent with state class size ratio goals.

TEACHERS	STATE GOALS
Kindergarten	20
Grades 1, 2, 3	20
Grades 4, 5, 6	26
Middle School/Jr. High	160 teacher load
High School	160 teacher load
Alternative School (7-12)	18 average daily class load

INSTRUCTIONAL PERSONNEL

Schools are encouraged to explore technological options that provide for credible alternative delivery systems. Present and emerging information transmission technology may provide for greater teacher/pupil class size ratios.

PUPIL PERSONNEL	
(Certificated School Counselors, Social Workers, Psychologists)	400:1 * student/district average
Secondary Media Generalist and Assistants	500:1 * student/district average
Elementary Media Generalist or Assistants	500:1 * student/district average
Building Administrative Personnel	Not to exceed 500:1 * district average

* The stated pupil to personnel ratio is the goal; each school district will assign personnel as appropriate to student enrollment and the needs of each attendance area.

Classroom Assistants - State Goal: will be provided where the student/teacher ratio is deemed excessive by the district or where other student special needs exist (e.g., limited English proficiency or special education).

Classified Personnel - State Goal: will be employed in each building to support the needs of the staff, students, and community. (7-1-21)T

111. BULLYING, HARASSMENT AND INTIMIDATION PREVENTION AND RESPONSE.

01. Dissemination of Information. School districts and charter schools shall make reasonable efforts to ensure that information on harassment, intimidation and bullying of students is disseminated annually to all school personnel, parents and students. (7-1-21)T

02. Professional Development. The content of ongoing professional development for school staff related to bullying, harassment and intimidation shall include: (7-1-21)T

a. School philosophy regarding school climate and student behavior expectations; (7-1-21)T

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

- b.** Definitions of bullying, harassment, and intimidation; (7-1-21)T
- c.** School prevention strategies or programs including the identification of materials to be distributed annually to students and parents; (7-1-21)T
- d.** Expectations of staff intervention for bullying, harassment, and intimidation; (7-1-21)T
- e.** School process for responding to bullying, harassment, and intimidation including the reporting process for students and staff, investigation protocol, the involvement of law enforcement, related student support services and parental involvement; and (7-1-21)T
- f.** Other topics as determined appropriate by the school district or charter school. (7-1-21)T

03. Graduated Consequences. Graduated consequences for a student who commits acts of bullying, harassment, and intimidation shall include a series of measures proportional to the act(s) committed and appropriate to the severity of the violation as determined by the school board of trustees, school administrators, or designated personnel depending upon the level of discipline. Graduated consequences should be in accordance with the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. (7-1-21)T

- a.** Graduated consequences may include, but are not limited to: (7-1-21)T
 - i.** Meeting with the school counselor; (7-1-21)T
 - ii.** Meeting with the school principal and student's parents or guardian; (7-1-21)T
 - iii.** Detention, suspension or special programs; and (7-1-21)T
 - iv.** Expulsion. (7-1-21)T
- b.** The graduated consequences are not intended to prevent or prohibit the referral of a student who commits acts of harassment, intimidation or bullying to available outside counseling services or to law enforcement, or both, pursuant to Section 18-917A, Idaho Code. (7-1-21)T
- c.** Students with disabilities may be afforded additional protections under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act; school districts and charter schools shall comply with applicable state and federal law when disciplining students with individualized education programs (IEPs) or 504 plans for committing acts of bullying, harassment, and intimidation. (7-1-21)T

04. Intervention. School district and charter school employees are authorized and expected to intervene or facilitate intervention on behalf of students facing harassment, intimidation, and bullying. Intervention shall be reasonably calculated to: (7-1-21)T

- a.** Correct the problem behavior; (7-1-21)T
- b.** Prevent another occurrence of the problem; (7-1-21)T
- c.** Protect and provide support for the victim of the act; and (7-1-21)T
- d.** Take corrective action for documented systemic problems related to harassment, intimidation, or bullying. (7-1-21)T

05. Reporting. Annual reporting will occur at the end of the school year through an aggregate report identifying the total number of bullying incidents by school districts and charter schools, grade level, gender, and

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

repeat offenders. The State Department of Education shall provide school districts and charter schools with the guidelines and forms for reporting. (7-1-21)T

112. SUICIDE PREVENTION IN SCHOOLS.

As schools offer annual professional development for school staff related to preventing, intervening, and responding to suicide, the content shall include: (7-1-21)T

01. Prevention. School philosophy regarding school climate and the promotion of protective factors; data on suicide for the region or state, or both; risk and protective factors for students; suicide myths and facts; and how to develop community partnerships. (7-1-21)T

02. Intervention. How to utilize safe and appropriate language and messaging when addressing students; warning signs of suicide ideation for students; local and school-based protocols for aiding a suicidal individual; local protocols for seeking help for self and students; identification of appropriate mental health services and community resources for referring students and their families; information about state statutes on responsibility, liability, and duty to warn; confidentiality issues; and the need to ask others directly if they are suicidal. (7-1-21)T

03. Postvention. Evidence-based protocol for responding to a student/staff suicide. (7-1-21)T

113. -- 119. (RESERVED)

120. LOCAL DISTRICT EVALUATION POLICY -- INSTRUCTIONAL STAFF AND PUPIL SERVICE STAFF CERTIFICATE HOLDERS.

Each school district board of trustees will develop and adopt policies for certified staff performance evaluation using multiple measures in which criteria and procedures for the evaluation of certificated personnel are research based. For pupil service staff, those standards shall be aligned with the profession's national standards. For instructional staff, those standards shall be aligned to Charlotte Danielson Framework for Teaching Second Edition domains and components specified in Subsection 120.01 of this rule, and must be determined based on professional practice. For all certification personnel, domain or component ratings, or both, may be weighted based on the individual's individualized professional learning plan. The summative evaluation rating must be based on a combination of professional practice and student achievement as specified in Subsections 120.02 and 120.03. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers, and parents. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (7-1-21)T

01. Standards. Each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. Those domains and components include: (7-1-21)T

- a.** Domain 1 - Planning and Preparation: (7-1-21)T
 - i. Demonstrating Knowledge of Content and Pedagogy; (7-1-21)T
 - ii. Demonstrating Knowledge of Students; (7-1-21)T
 - iii. Setting Instructional Outcomes; (7-1-21)T
 - iv. Demonstrating Knowledge of Resources; (7-1-21)T
 - v. Designing Coherent Instruction; and (7-1-21)T
 - vi. Designing Student Assessments. (7-1-21)T
- b.** Domain 2 - The Classroom Environment: (7-1-21)T

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

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|-----------|--|-----------|
| i. | Creating an Environment of Respect and Rapport; | (7-1-21)T |
| ii. | Establishing a Culture for Learning; | (7-1-21)T |
| iii. | Managing Classroom Procedures; | (7-1-21)T |
| iv. | Managing Student Behavior; and | (7-1-21)T |
| v. | Organizing Physical Space. | (7-1-21)T |
| c. | Domain 3 - Instruction and Use of Assessment: | (7-1-21)T |
| i. | Communicating with Students; | (7-1-21)T |
| ii. | Using Questioning and Discussion Techniques; | (7-1-21)T |
| iii. | Engaging Students in Learning; | (7-1-21)T |
| iv. | Using Assessment in Instruction; and | (7-1-21)T |
| v. | Demonstrating Flexibility and Responsiveness. | (7-1-21)T |
| d. | Domain 4 - Professional Responsibilities: | (7-1-21)T |
| i. | Reflecting on Teaching; | (7-1-21)T |
| ii. | Maintaining Accurate Records; | (7-1-21)T |
| iii. | Communicating with Families; | (7-1-21)T |
| iv. | Participating in a Professional Community; | (7-1-21)T |
| v. | Growing and Developing Professionally; and | (7-1-21)T |
| vi. | Showing Professionalism. | (7-1-21)T |

02. Professional Practice. All certificated instructional employees must receive an evaluation in which at least a majority of the evaluation ratings must be based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Charlotte Danielson Framework for Teaching Second Edition domains and components. Professional Practice shall include a minimum of two (2) documented observations annually, with at least one (1) observation being completed by January 1 of each year. In situations where certificated personnel are unavailable for two (2) documented classroom observations, due to situations such as long-term illness, late year hire, etc., one (1) documented classroom observation is acceptable. At least one (1) documented summative evaluation must include a rating for all components of the applicable professional standards used for evaluation of certified personnel. District evaluation models shall also include at least one (1) of the following as a measure to inform the Professional Practice portion of each certificated instructional employee evaluations: (7-1-21)T

- | | | |
|----|------------------------|-----------|
| a. | Parent/guardian input; | (7-1-21)T |
| b. | Student input; and/or | (7-1-21)T |
| c. | Portfolios. | (7-1-21)T |

03. Student Achievement. Instructional staff evaluation ratings must in part be based on measurable

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

student achievement, as defined in Section 33-1001, Idaho Code, as applicable to the subjects and grade ranges taught by the instructional staff. All other certificated staff evaluations must include measurable student achievement or student success indicators, as defined in Section 33-1001, Idaho Code, as applicable to the position. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one (1) year or both years' data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees. (7-1-21)T

04. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code. Evaluations shall be differentiated for certificated non-instructional employees and Pupil Service Staff Certificate holders in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible and aligned to the pupil service staff's applicable national standards. Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (7-1-21)T

05. Evaluation Policy – Content. Local school district policies will include, at a minimum, the following information: (7-1-21)T

a. Evaluation criteria -- statements of the criteria upon which certificated personnel will be evaluated and rated. (7-1-21)T

b. Evaluator -- identification of the individuals responsible for observing or evaluating certificated instructional staff and pupil service staff performance. The individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five (5) years of conducting any evaluations. (7-1-21)T

c. Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (7-1-21)T

d. Personnel actions -- the action available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (7-1-21)T

e. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (7-1-21)T

f. Individualizing teacher evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time and be used to develop individualized professional learning plans. Districts shall have an individualized teacher evaluation rating system with a minimum of three (3) ratings used to differentiate performance of teachers and Pupil Service Staff Certificate holders including: (7-1-21)T

i. Unsatisfactory being equal to "1"; (7-1-21)T

ii. Basic being equal to "2"; and (7-1-21)T

iii. Proficient being equal to "3". (7-1-21)T

iv. A fourth evaluation rating of Distinguished, being equal to "4," may be used in addition to the three (3) minimum ratings at the discretion of the school district or charter school. (7-1-21)T

g. A plan for including all stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their teacher evaluation plan. (7-1-21)T

06. Evaluation Policy – Frequency of Evaluation. The evaluation policy shall include a provision for

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

evaluating all certificated personnel on a fair and consistent basis.

(7-1-21)T

07. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the ratings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation ratings in local school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by local school district. (7-1-21)T

08. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for teacher and Pupil Service Staff certificated performance evaluation in which criteria and procedures for the evaluation are research based and aligned with the Charlotte Danielson Framework for Teaching Second Edition and national standards for pupil service staff as applicable. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. (7-1-21)T

121. LOCAL DISTRICT EVALUATION POLICY – SCHOOL ADMINISTRATOR.

All school and school district administrators must receive an annual evaluation. Individuals serving in the role of superintendent or its equivalent shall be evaluated by the local board of trustees. Individuals serving in the capacity of a school district superintendent shall be evaluated based on the school district evaluation policy for superintendents. For principal and other school level administrator evaluations, each school district board of trustees will develop and adopt policies for performance evaluation using multiple measures in which criteria and procedures for the evaluation of administratively certificated personnel serving as school principal or other school level administrators are research based and aligned to the standards and requirements outlined in Subsections 121.01 through 121.07 of this rule. For Special Education Directors, standards aligned with the profession's national standards may replace those outlined in Subsection 121.01. The process of developing criteria and procedures for administrator evaluations will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers and parents. The evaluation policy will be a matter of public record and communicated to the principal for whom it is written. (7-1-21)T

01. Standards. Each district principal and school level administrator evaluation model shall be aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluations using the state's framework for evaluations, the Charlotte Danielson Framework for Teaching Second Edition. Proof of training in evaluating teacher performance shall be required of all individuals assigned the responsibility for observing or evaluating certificated personnel performance. Principal evaluation standards shall additionally address the following domains and components:

(7-1-21)T

a. Domain 1: School Climate - An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

(7-1-21)T

i. School Culture - Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

(7-1-21)T

ii. Communication - Principal is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

(7-1-21)T

iii. Advocacy - Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.

(7-1-21)T

b. Domain 2: Collaborative Leadership - An educational leader promotes the success of all students

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. The educational leader uses research and/or best practices in improving the education program. (7-1-21)T

i. Shared Leadership - Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth. (7-1-21)T

ii. Priority Management - Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities. (7-1-21)T

iii. Transparency - Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions. (7-1-21)T

iv. Leadership Renewal - Principal strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others. (7-1-21)T

v. Accountability - Principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others. (7-1-21)T

c. Domain 3: Instructional Leadership - An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The educational leader provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program. (7-1-21)T

i. Innovation - Principal seeks and implements innovative and effective solutions that comply with general and special education law. (7-1-21)T

ii. Instructional Vision - Principal insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn. (7-1-21)T

iii. High Expectations - Principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being. (7-1-21)T

iv. Continuous Improvement of Instruction - Principal has proof of proficiency in assessing teacher performance based upon the Charlotte Danielson Framework for Teaching Second Edition. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision. (7-1-21)T

v. Evaluation - Principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness. (7-1-21)T

vi. Recruitment and Retention -Principal recruits and maintains a high quality staff. (7-1-21)T

02. Professional Practice. All principals must receive an evaluation in which a majority of the summative evaluation results are based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Domains and Components listed in Subsection 121.01.a. through 121.01.c. of this rule. As a measure to inform the Professional Practice portion of each evaluation, district evaluation models shall also include at least one (1) of the following: (7-1-21)T

a. Parent/guardian input; (7-1-21)T

b. Teacher input; (7-1-21)T

c. Student input; and/or (7-1-21)T

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

- d. Portfolios. (7-1-21)T

03. Student Achievement. All administrators must receive an evaluation in which part of the summative evaluation results are based in part on objective measures of growth in measurable student achievement, as defined in Section 33-1001, Idaho Code. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one (1) or both years data. Growth in student achievement may be considered as an optional measure for all other school based and district based administrators, as determined by the local board of trustees. (7-1-21)T

04. Evaluation Policy - Content. For evaluations conducted on or after July 1, 2014, local school district policies will include, at a minimum, the following information: (7-1-21)T

- a. Evaluation criteria -- statements of the criteria upon which administrators will be evaluated. (7-1-21)T
- b. Evaluator -- identification of the individuals responsible for observing or evaluating school level administrator performance. The individuals assigned this responsibility shall have received training in administrator evaluations based on the statewide framework for evaluations. (7-1-21)T
- c. Communication of results -- the method by which principals are informed of the results of evaluation. (7-1-21)T
- d. Personnel actions -- the action, available to the school district as a result of the evaluation, and the procedures for implementing these actions; e.g., job status change. (7-1-21)T
- e. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of an evaluations. (7-1-21)T
- f. Individualizing principal evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time. Districts shall have an individualized principal evaluation rating system with a minimum of three ratings used to differentiate performance of principals including: (7-1-21)T
- i. Unsatisfactory being equal to "1"; (7-1-21)T
- ii. Basic being equal to "2"; and (7-1-21)T
- iii. Proficient being equal to "3". (7-1-21)T
- iv. A fourth evaluation rating of Distinguished, being equal to "4," may be used in addition to the three (3) minimum ratings at the discretion of the school district or charter school. (7-1-21)T
- g. A plan for including stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their principal evaluation plan. (7-1-21)T

05. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all administrators on a fair and consistent basis. All administrators shall be evaluated at least once annually no later than June 1 of each year. (7-1-21)T

06. Evaluation Policy - Personnel Records. Permanent records of each principal evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the ratings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation ratings in local school districts in

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

accordance with the approved policies of the Idaho State Board of Education Data Management Council. (7-1-21)T

07. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for principal performance evaluation in which criteria and procedures for the evaluation are research based and aligned with state standards. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. (7-1-21)T

122. -- 129. (RESERVED)

130. SCHOOL FACILITIES.

Each school facility consists of the site, buildings, equipment, services, and is a critical factor in carrying out educational programs. The focus of concern in each school facility is the provision of a variety of instructional activities and programs, with the health and safety of all persons essential. (7-1-21)T

01. Buildings. All school buildings, including portable or temporary buildings, will be designed and built in conformance with the current edition of the codes specified in the Idaho Building Code Act, Section 39-4109, Idaho Code, including, the National Electrical Code, Uniform Plumbing Code, and Idaho General Safety and Health Standards. All school buildings, including portable or temporary buildings, will meet other more stringent requirements established in applicable local building codes. (7-1-21)T

02. Inspection of Buildings. All school buildings, including portable or temporary buildings, will be inspected as provided in Section 39-4130, Idaho Code, for compliance with applicable codes. Following this inspection, the school district will, within twenty (20) days, (1) correct any deficiencies specified in the inspection report or (2), if the corrective action involves structural modification, file a written plan with the inspecting agency for correction by the beginning of the following school year. (7-1-21)T

131. -- 139. (RESERVED)

140. ACCREDITATION.

01. Requirement. ~~All public secondary schools, serving any grade(s) 9-12, will be accredited pursuant to Section 33-119, Idaho Code.~~ Accreditation is voluntary for elementary schools, grades K-8, and alternative schools not identified in Subsection 140.02.a. through 140.012.e. of this rule. (7-1-21)T

02. Alternative Schools. An alternative school serving any grade(s) 9-12 that meets any three (3) of the criteria in Subsections 140.02.a. through 140.02.e. of this rule, shall be required to be accredited. An alternative school that does not meet three (3) of the following criteria in Subsections 140.02.a. through 140.02.e. is considered as an alternative program by the district board of trustees and shall be included in the accreditation process and reporting of another secondary school within the district for the purposes of meeting the intent of this rule. (7-1-21)T

a. School has an Average Daily Attendance greater than or equal to 36 students based on previous year's enrollment; (7-1-21)T

b. School enrolls any students full-time for the school year once eligibility determination is made as opposed to schools that enroll students for "make-up" or short periods of time; (7-1-21)T

c. School offers an instructional model that is different than that provided by the traditional high school within the district for a majority of the coursework, including but not limited to online/virtual curriculum; (7-1-21)T

d. School administers diplomas that come from that alternative school as opposed to students receiving a diploma from the traditional high school within the school district; or (7-1-21)T

e. School receives its own accountability rating for federal reporting purposes. (7-1-21)T

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

03. Standards. Schools will meet the accreditation standards of ~~the Northwest Accreditation Commission, a division of AdvaneED~~an accrediting body recognized by the state board of education. (7-1-21)T

04. Residential Schools. In addition to the academic standards, residential schools must meet the applicable health and safety standards established pursuant to Section 39-1210, Idaho Code, to be considered fully accredited by the State Board of Education. (7-1-21)T

05. Reporting. An annual accreditation report will be submitted to the State Board of Education identifying each accredited school and school district in the state and the status of their accreditation. (7-1-21)T

141. -- 149. (RESERVED)

150. TRANSPORTATION.

Minimum School Bus Construction Standards. All new school bus chassis and bodies must meet or exceed Standards for Idaho School Buses and Operations as incorporated in Section 004 of these rules and as authorized in Section 33-1511, Idaho Code. (7-1-21)T

151. -- 159. (RESERVED)

160. MAINTENANCE STANDARDS AND INSPECTIONS.

01. Safety. School buses will be maintained in a safe operating condition at all times. Certain equipment or parts of a school bus that are critical to its safe operation must be maintained at prescribed standards. When routine maintenance checks reveal any unsafe condition identified in the Standards for Idaho School Buses and Operations as incorporated in Section 004 of these rules the school district will eliminate the deficiency before returning the vehicle to service. (7-1-21)T

02. Annual Inspection. After completion of the annual school bus inspection, and if the school bus is approved for operation, an annual inspection sticker, indicating the year and month of inspection, will be placed in the lower, right-hand corner of the right side front windshield. The date indicated on the inspection sticker shall correlate to State Department of Education's annual school bus inspection certification report signed by pupil transportation maintenance personnel and countersigned by the district superintendent. (Section 33-1506, Idaho Code) (7-1-21)T

03. Sixty-Day Inspections. At intervals of not more than sixty (60) calendar days, excluding documented out-of-use periods in excess of thirty (30) days, the board of trustees shall cause inspection to be made of each school bus operating under the authority of the board. Except that, no bus with a documented out-of-use period in excess of sixty (60) days shall be returned to service without first completing a documented sixty (60) day inspection. Annual inspections are considered dual purpose and also meet the sixty (60) day inspection requirement. (Section 33-1506, Idaho Code) (7-1-21)T

04. Documentation of Inspection. All inspections will be documented in writing. Annual inspections must be documented in writing on the form provided by the State Department of Education. (7-1-21)T

05. Unsafe Vehicle. When a bus has been removed from service during a State Department of Education inspection due to an unsafe condition, the district will notify the State Department of Education on the appropriate form before the bus can be returned to service. When a bus has been found to have deficiencies that are not life-threatening, it will be repaired within thirty (30) days and the State Department of Education notified on the appropriate form. If the deficiencies cannot be repaired within thirty (30) days, the bus must be removed from service until the deficiencies have been corrected or an extension granted. (7-1-21)T

06. Withdraw from Service Authority. Subsequent to any federal, national, or state advisory with good cause given therefor, the district shall, under the direction of the State Department of Education, withdraw from service any bus determined to be deficient in any prescribed school bus construction standard intended to safeguard

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

life or minimize injury. No bus withdrawn from service under the provisions of this section shall be returned to service or used to transport students unless the district submits to the State Department of Education a certification of compliance specific to the school bus construction standard in question. (Section 33-1506, Idaho Code) (7-1-21)T

161. -- 169. (RESERVED)

170. SCHOOL BUS DRIVERS AND VEHICLE OPERATION.

All school districts and school bus drivers must meet or exceed the training, performance and operation requirements delineated in the Standards for Idaho School Buses and Operations as incorporated in Section 004 of these rules. (7-1-21)T

171. -- 179. (RESERVED)

180. WRITTEN POLICY.

The board of trustees will establish and adopt a set of written policies governing the pupil transportation system. Each school district that provides activity bus transportation for pupils shall have comprehensive policies and guidelines regarding activity transportation. (7-1-21)T

181. -- 189. (RESERVED)

190. PROGRAM OPERATIONS.

School district fiscal reporting requirements as well as reimbursable and non-reimbursable costs within the Pupil Transportation Support Program, including but not limited to administration, field and activity trips, safety busing, contracting for transportation services, leasing of district-owned buses, insurance, ineligible and non-public school students, ineligible vehicles, capital investments including the purchasing of school buses and equipment, program support and district waiver procedures shall be delineated in Standards for Idaho School Buses and Operations incorporated in Section 004 of these rules. Approved school activities shall include structured college/university visits when such visits are part of the school district college and career advising and mentoring plan. (7-1-21)T

191. -- 219. (RESERVED)

220. RELEASE TIME PROGRAM FOR ELEMENTARY AND SECONDARY SCHOOLS.

In the view of the State Board of Education, public elementary and secondary school programs that permit the practice of releasing students from school for the purpose of attending classes in religious education or for other purposes should observe certain practices that are in keeping with the present state of the law. These practices are designed to ensure that the public school operation is not adversely affected and that public funds and property are not used for sectarian religious instruction in a way which violates the United States Constitution, the Idaho State Constitution, or state law. These practices should include the following: (7-1-21)T

01. Scheduling. The local school board will have reasonable discretion over the scheduling and timing of the release program. Release time programs may not interfere with the scheduling of classes, activities and programs of the public schools. (7-1-21)T

02. Voluntary Decision. The decision of a school district to permit release time programs for kindergarten through grade eight (K-8), as well as the decision of individual students to participate, must be purely voluntary. (7-1-21)T

03. Time Limit. Release time will be scheduled upon the application of a parent or guardian of a student in grades nine through twelve (9-12), not to exceed five (5) periods per week or one hundred sixty-five (165) hours during any one (1) academic school year. (7-1-21)T

04. Location. Release time programs will be conducted away from public school buildings and public school property. (7-1-21)T

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

05. Request by Parent. No student will be permitted to leave the school grounds during the school day to attend release time programs except upon written request from a parent or guardian filed with the school principal. Such written request by the parent will become a part of the student's permanent record. (7-1-21)T

06. Record Maintenance. The public school will not be responsible for maintaining attendance records for a student who, upon written request of a parent or guardian, is given permission to leave the school grounds to attend a release time program. The school district will maintain a record of each student's daily schedule that indicates when a student is released for classes in religious education or for other purposes. (7-1-21)T

07. Liability. The school district is responsible for ensuring that no public school property, public funds or other public resources are used in any way to operate these programs. The school district is not liable for any injury, act or event occurring while the student participates in such programs. (7-1-21)T

08. Course Credit. No credit will be awarded by the school or district for satisfactory completion by a student of a course or courses in release time for religious instruction. Credit may be granted for other purposes, at the discretion of the local school board. (7-1-21)T

09. Separation From Public Schools. Public schools will not include schedules of classes for release time programs in school catalogs, registration forms or any other regularly printed public school material. Registration for release time programs must occur off school premises, and must be done on forms and supplies furnished by the group or institution offering the program. Teachers of release time programs are not to be considered members of any public school faculty and should not be asked to participate as faculty members in any school functions or to assume responsibilities for operation of any part of the public school program. (7-1-21)T

10. Transportation Liability. Public schools and school districts will not be liable or responsible for the health, safety and welfare of students while they are being transported to and from or participating in release time programs. (7-1-21)T

221. -- 229. (RESERVED)

230. DRIVER EDUCATION.

Public Schools. Pursuant to Section 004 of these rules, all public driver education courses offered in Idaho public schools must be conducted in compliance with all the requirements in the Operating Procedures for Idaho Public Driver Education Programs, as incorporated. (7-1-21)T

231. -- 239. (RESERVED)

240. JUVENILE DETENTION CENTERS.

01. Instructional Program. Every public school district in the state within which is located a public or private detention facility housing juvenile offenders pursuant to court order will provide an instructional program. The instructional program will: (7-1-21)T

a. Provide course work that meets the minimum requirements of Idaho State Board of Education Rules. (7-1-21)T

b. Provide instruction in core subject areas. (7-1-21)T

c. Include the following components, where appropriate: self-concept improvement, social adjustment, physical fitness/personal health, vocational/occupational, adult living skills, and counseling. (7-1-21)T

d. Provide instruction and guidance that may lead to a high school diploma. School districts will accept such instruction for purposes of issuing credit when the detention center certifies to the school that the appropriate work is completed. (7-1-21)T

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

- e.** Be directed by an instructor who holds an appropriate, valid certificate. (7-1-21)T
 - f.** Be provided to each student not later than two (2) school days after admission and continue until the student is released from the detention center. (7-1-21)T
 - g.** Be provided to students who have attained “school age” as defined in Idaho Code 33-201. (7-1-21)T
 - h.** Be provided for a minimum of four (4) hours during each school day. (7-1-21)T
 - i.** Be based on the needs and abilities of each student. The resident school district will provide pertinent status information as requested by the Juvenile Detention Center. (7-1-21)T
 - j.** Be coordinated with the instructional program at the school the student attends, where appropriate. (7-1-21)T
 - k.** Be provided in a facility that is adequate for instruction and study. (7-1-21)T
 - 02. State Funding of Instructional Programs at Juvenile Detention Centers.** (7-1-21)T
 - a.** Every student housed in a juvenile detention center pursuant to court order and participating in an instructional program provided by a public school district will be counted as an exceptional child by the district for purposes of state reimbursement. (7-1-21)T
 - b.** Public school districts that educate pupils placed by Idaho court order in juvenile detention centers will be eligible for an allowance equivalent to the previous year’s certified local annual tuition rate per pupil. The district allowance will be in addition to support unit funding and included in the district apportionment payment. (7-1-21)T
 - c.** To qualify for state funding of instructional programs at Juvenile Detention Centers, school districts must apply for such funding on forms provided by the State Department of Education. Applications are subject to the review and approval of the State Superintendent of Public Instruction. School districts will submit attendance and enrollment reports as required by the State Superintendent of Public Instruction. Juvenile Detention Centers will submit reports to the local school district as required. (7-1-21)T
- 241. -- 999. (RESERVED)**

IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL



**Professional Standards Commission
Idaho State Board of Education
Idaho State Department of Education**

~~July 1, 2022~~ July 1, 2022 ~~xxxx~~

(Date for Teacher Preparation Program Approval Accountability)

(State Board of Education approval ~~June 19, 2019~~ October 21, 2020 ~~xxxx, 2020~~ 2021)

TABLE OF CONTENTS

Idaho Core Teaching Standards	8
Idaho Comprehensive Literacy Standards	26
Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers	49
Idaho Standards for Exceptional Child Education Teachers	106
Idaho Standards for Teachers of the Blind and Visually Impaired	114
Idaho Standards for Teachers of the Deaf/Hard of Hearing	123
Idaho Standards for Teacher Leaders.....	195
Idaho Standards for Administrators.....	244
<i>Idaho Standards for School Principals.....</i>	<i>244</i>
<i>Idaho Standards for Superintendents</i>	<i>254</i>
<i>Idaho Standards for Directors of Special Education</i>	<i>260</i>
Idaho Standards for Pupil Service Staff	267
<i>State Specific Standards for Pupil Service Staff</i>	<i>267</i>
<i>Already Approved Non-Public Preparation Programs</i>	<i>267</i>
<i>Idaho Standards for Audiology</i>	<i>269</i>
<i>Idaho Standards for School Counselors</i>	<i>276</i>
<i>Idaho Standards for School Nurses</i>	<i>280</i>
<i>Idaho Standards for School Psychologists.....</i>	<i>285</i>
<i>Idaho Standards for School Social Workers</i>	<i>292</i>
<i>Idaho Standards for Speech-Language Pathology.....</i>	<i>299</i>

SUMMARY

Overview of the Past Standards

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

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

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

Each proposed standard is broken down into two areas:

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

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

REVISED IDAHO CORE TEACHER STANDARDS

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

The Learner and Learning

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

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

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

Content

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

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

Instructional Practice

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

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

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

Professional Responsibility

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

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

Foundation and Enhancement Standards

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

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

Example of content area Enhancements:

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

Examples of an Enhancement to Standard 1:

For Elementary: The teacher understands how young children's and early adolescents' literacy and language development influence learning and instructional decisions across content areas.

For Math: The teacher knows how to recognize students' mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.

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

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

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

~~Pupil Personnel and Administrator Certification Standards~~

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

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

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

~~The Process of Idaho Standards Maintenance~~

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

~~The process for all standards reviews are as follows:~~

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

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

DRAFT

IDAHO CORE TEACHING STANDARDS

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

In accordance with Section 33-1207A, Idaho Code, reviews of already approved nonpublic teacher preparation programs shall be limited to substantive alignment with knowledge or equivalent standards.

EXAMPLE

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

The nonpublic teacher preparation program review of Standard 2 shall be limited to verification that the candidate **knows how** they can use their understanding of individual differences and diverse cultures to ensure inclusive learning environments that enable each learner to meet high standards.

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

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

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

The Learner and Learning

~~Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations~~

~~for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self directed and collaborative learning.~~

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

Knowledge

- ~~1(a) The teacher understands how learning occurs, how learners construct knowledge, acquire skills, and develop disciplined thinking processes and knows how to use instructional strategies that promote student learning.~~
- ~~1(b) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.~~
- ~~1(c) The teacher knows how to identify readiness for learning and understands that development in any one area (cognitive, linguistic, social, emotional, and physical) may affect performance in others.~~
- ~~1(d) The teacher understands the role of language, culture, and socio-historical context in learning and knows how to differentiate instruction to make language comprehensible and instruction relevant, accessible, and challenging.~~

Performance

- ~~1(e) The teacher regularly assesses individual and group performance in order to design and differentiate instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.~~
- ~~1(f) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, needs, and background that enables each learner to advance and accelerate his/her learning.~~
- ~~1(g) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.~~

Disposition

- ~~1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development~~
- ~~1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.~~
- ~~1(j) The teacher takes responsibility for promoting learners' growth and development.~~
- ~~1(k) The teacher values collaborative relationships with families, colleagues, and other professionals in understanding and supporting each learner's development.~~

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

Knowledge

- ~~2(a) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.~~
- ~~2(b) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.~~
- ~~2(c) The teacher knows about linguistic diversity and second language acquisition processes and knows instructional strategies and resources to support language acquisition.~~
- ~~2(d) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as contemporary and historical impacts on language, culture, family, and community values.~~
- ~~2(e) The teacher knows how to access reliable information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.~~

Performance

- ~~2(f) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.~~
- ~~2(g) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, response modes) for individual students with particular learning differences or needs.~~
- ~~2(h) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.~~

- ~~2(i) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.~~
- ~~2(j) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.~~
- ~~2(k) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.~~

Disposition

- ~~2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.~~
- ~~2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.~~
- ~~2(n) The teacher makes learners feel valued and helps them learn to value each other.~~
- ~~2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.~~
- ~~2(p) The teacher values the cultural resources (language, history, indigenous knowledge) of American Indian students and their communities.~~

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

Knowledge

- ~~3(a) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning (e.g., principles of universal design for learning and culturally responsive pedagogy).~~
- ~~3(b) The teacher knows how to create respectful learning communities where learners work collaboratively to achieve learning goals.~~
- ~~3(c) The teacher knows how to collaborate with learners to establish and monitor elements of safe and productive learning environments including norms, expectations, routines, organizational structures, and multiple levels of behavioral interventions.~~
- ~~3(d) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments, including virtual spaces.~~
- ~~3(e) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.~~

Performance

- ~~3(f) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.~~
- ~~3(g) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with diverse local and global ideas.~~
- ~~3(h) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.~~
- ~~3(i) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.~~
- ~~3(j) The teacher uses a variety of methods to engage learners in evaluating the learning environment, collaborating with them to make appropriate adjustments, and employing multiple levels of behavioral interventions.~~
- ~~3(k) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.~~
- ~~3(l) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.~~
- ~~3(m) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.~~

Disposition

- ~~3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.~~
- ~~3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.~~
- ~~3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.~~
- ~~3(q) The teacher seeks to foster respectful communication and develop rapport among all members of the learning community.~~
- ~~3(r) The teacher is a thoughtful and responsive listener and observer.~~

Content

~~Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of~~

~~communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.~~

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

Knowledge

- ~~4(a) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.~~
- ~~4(b) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.~~
- ~~4(c) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.~~
- ~~4(d) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.~~
- ~~4(e) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) he/she teaches.~~

Performance

- ~~4(f) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.~~
- ~~4(g) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.~~
- ~~4(h) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.~~
- ~~4(i) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.~~
- ~~4(j) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.~~
- ~~4(k) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.~~
- ~~4(l) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.~~

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

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

Disposition

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

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

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

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

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

Knowledge

- ~~5(a) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches, and the strengths and limitations of each approach in addressing problems, issues, and concerns.~~
- ~~5(b) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global mindedness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.~~
- ~~5(c) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.~~
- ~~5(d) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.~~
- ~~5(e) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.~~
- ~~5(f) The teacher understands multiple forms of communication as vehicles for learning across disciplines and for expressing learning.~~
- ~~5(g) The teacher understands creative thinking processes and how to engage learners in producing original work.~~
- ~~5(h) The teacher knows where and how to access resources to build global mindedness and multiple perspectives and how to integrate them into the curriculum.~~

Performance

- ~~5(i) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).~~
- ~~5(j) The teacher engages learners in applying content knowledge to real-world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).~~
- ~~5(k) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.~~
- ~~5(l) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied cultures, audiences and purposes.~~
- ~~5(m) The teacher engages learners in challenging assumptions, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.~~
- ~~5(n) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.~~

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

~~Disposition~~

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

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

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

Instructional Practice

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

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

Knowledge

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

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

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

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

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

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

- ~~6(g) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.~~
- ~~6(h) The teacher understands the ethical responsibilities in selection, administration, and evaluation of student assessment and handling of student assessment data.~~
- ~~6(i) Performance~~
- ~~6(j) The teacher balances the use of an effective range of formative and summative assessment strategies to support, verify, and document learning.~~
- ~~6(k) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.~~
- ~~6(l) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.~~
- ~~6(m) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.~~
- ~~6(n) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.~~
- ~~6(o) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.~~
- ~~6(p) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.~~
- ~~6(q) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.~~
- ~~6(r) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.~~
- ~~6(s) Disposition~~
- ~~6(t) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.~~
- ~~6(u) The teacher takes responsibility for aligning instruction and assessment with learning goals.~~
- ~~6(v) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.~~

- ~~6(w) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.~~
- ~~6(x) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.~~
- ~~6(y) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.~~

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

Knowledge

- ~~7(a) The teacher understands content and content standards and how these are organized in the curriculum.~~
- ~~7(b) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.~~
- ~~7(c) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.~~
- ~~7(d) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.~~
- ~~7(e) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.~~
- ~~7(f) The teacher knows when and how to adjust plans based on assessment information and learner responses.~~
- ~~7(g) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, professional organizations, community organizations, community members).~~

Performance

- ~~7(h) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.~~
- ~~7(i) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.~~
- ~~7(j) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.~~

- ~~7(k) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.~~
- ~~7(l) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.~~
- ~~7(m) The teacher evaluates plans in relation to short and long range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.~~

Disposition

- ~~7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.~~
- ~~7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.~~
- ~~7(p) The teacher is committed to using short and long term planning as a means of assuring student learning.~~
- ~~7(q) The teacher is committed to reflecting on the effectiveness of lessons and seeks to revise plans to meet changing learner needs and circumstances.~~

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

Knowledge

- ~~8(a) The teacher understands the cognitive processes associated with various types of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.~~
- ~~8(b) The teacher knows how to apply an effective range of developmentally, culturally, and linguistically responsive instructional strategies to achieve learning goals.~~
- ~~8(c) The teacher knows when and how to use effective strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.~~
- ~~8(d) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build connections.~~
- ~~8(e) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.~~
- ~~8(f) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.~~

Performance

- ~~8(g) The teacher uses appropriate strategies and resources to adjust instruction to meet the needs of individuals and groups of learners.~~
- ~~8(h) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.~~
- ~~8(i) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and/or access family and community resources to develop their areas of interest.~~
- ~~8(j) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.~~
- ~~8(k) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.~~
- ~~8(l) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.~~
- ~~8(m) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.~~
- ~~8(n) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other methods of communication.~~
- ~~8(o) The teacher asks questions to stimulate discussions that serve different purposes.~~

Disposition

- ~~8(p) — The teacher is committed to deepening awareness and understanding of the strengths and needs of diverse learners when designing flexible instruction.~~
- ~~8(q) — The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.~~
- ~~8(r) — The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.~~
- ~~8(s) — The teacher values flexibility and reciprocity in the teaching process as necessary for adjusting instruction to learner responses, ideas, and needs.~~

Professional Responsibility

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

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

Knowledge

- ~~9(a) — The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.~~
- ~~9(b) — The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.~~
- ~~9(c) — The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.~~
- ~~9(d) — The teacher understands laws and responsibilities related to the learner (e.g., educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).~~

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

Performance

- ~~9(f) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.~~
- ~~9(g) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.~~
- ~~9(h) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.~~
- ~~9(i) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.~~
- ~~9(j) The teacher identifies and reflects on his/her own beliefs and biases and utilizes resources to broaden and deepen his/her own understanding of cultural, ethnic, gender, and learning differences to develop reciprocal relationships and create more relevant learning experiences.~~
- ~~9(k) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.~~
- ~~9(l) The teacher builds and implements an Individualized Professional Learning Plan (IPLP) directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school and system-wide priorities.~~
- ~~9(m) The teacher engages in respectful inquiry of diverse historical contexts and ways of knowing, and leverages that knowledge to cultivate culturally responsive relationships with learners, families, other professionals, and the community.~~

Disposition

- ~~9(n) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.~~
- ~~9(o) The teacher is committed to culturally responsive teaching.~~
- ~~9(p) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.~~
- ~~9(q) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.~~

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

Knowledge

- ~~10(a) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.~~
- ~~10(b) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.~~
- ~~10(c) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.~~
- ~~10(d) The teacher knows how to contribute to a common culture that supports high expectations for student learning.~~
- ~~10(e) The teacher understands the value of leadership roles at the school, district, state, and/or national level and advocacy for learners, the school, the community, and the profession.~~

Performance

- ~~10(f) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.~~
- ~~10(g) The teacher works with other school professionals to plan learning experiences that meet the diverse needs of learners.~~
- ~~10(h) The teacher engages collaboratively in the school wide efforts to build a shared vision and supportive culture.~~
- ~~10(i) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.~~
- ~~10(j) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.~~
- ~~10(k) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.~~
- ~~10(l) The teacher uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues, and the local community.~~
- ~~10(m) The teacher uses and generates meaningful inquiry into education issues and policies.~~

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

Disposition

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

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

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

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

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

~~10(t)~~

~~*The teacher understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.*~~

~~*The teacher knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities*~~

GLOSSARY OF TERMS

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

~~**Global Mindfulness** — Exploring new ideas and perspectives, as well as having the humility to learn and willingness to work with people around the globe~~

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

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

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

State Specific Standards

Standard 11: American Indian Tribes and Tribal Sovereignty*. The teacher candidate knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities and the cultural resources (e.g., language, history, indigenous knowledge) of American Indian students and their communities.

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

Standard 12: Code of Ethics for Idaho Professional Educators. The teacher candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.

Standard 13: Digital Technology and Online Learning. The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

DRAFT

~~STATE-SPECIFIC REQUIREMENTS~~

IDAHO COMPREHENSIVE LITERACY STANDARDS

All teacher candidates are expected to meet ~~the Idaho Core Teacher~~Idaho Comprehensive Literacy Standards; ~~and the standards specific to their discipline area(s) at the “acceptable” level or above~~

- Standards II, IV, and V apply to all endorsements that can be added to a Standard Instructional Certificate.
- Standards I and III apply only to the following endorsements: All Subjects K-8; Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6; Deaf/Hard of Hearing K-12; Early Childhood Special Education Pre-K-3; Early Literacy K-3; Exceptional Child Generalist K-8, 6-12, and K-12; Literacy K-12; Teacher Leader-Literacy; and Blind and Visually Impaired K-12.

~~Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~Idaho Comprehensive Literacy Standards were revised in Spring 2021 to align with the revised Idaho Comprehensive Literacy Plan adopted by the State Board of Education in December 2020.

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

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

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

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

Standard I: Foundational Literacy Concepts^{*}.

The teacher candidate demonstrates knowledge of the following foundational concepts^{*}; ~~including but not limited to:~~of literacy instruction and their typical developmental progression, oral language, emergent literacy, concepts of print, phonological awareness, alphabetic principle,

phonics skills, automatic word recognition, orthographic knowledge, fluency, linguistic development, and English language acquisition, and home-to-school literacy partnerships. In addition, the ~~The~~ candidate teaches these concepts using ~~demonstrates the ability to apply concepts using research~~ evidence-based ~~best~~-practices in lesson planning and literacy including systematic, explicit, and multisensory instruction. The teacher candidate understands learners with reading difficulties require code-based explicit, systematic, sequential, and diagnostic instruction with many repetitions.

*{*Applies to the following endorsements: All Subjects K-8; Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6; Deaf/Hard of Hearing K-12; Early Childhood Special Education Pre-K-3; Early Literacy K-3; Exceptional Child Generalist K-8, 6-12, and K-12; Literacy K-12; Teacher Leader-Literacy; and Visual Impairment Blind and Visually Impaired K-12}*

Knowledge

- 1(a) ~~The teacher understands the importance of developing oral language, phonological awareness, phonemic awareness, and print concepts.~~
- 1(b) ~~The teacher understands the components of decoding written language, including grade-level phonics and word analysis skills, and their impact on comprehension.~~
- 1(c) ~~The teacher understands the development of fluency (prosody, rate, and accuracy) and its impact on beginning reading comprehension.~~

Performance

- 1(d) ~~The teacher plans instruction that includes foundational literacy skills found in the Idaho Content Standards.~~
- 1(e) ~~The teacher plans instruction to support literacy progression, from emergent to proficient readers, which includes decoding and comprehension skills.~~
- 1(f) ~~The teacher selects and modifies reading instructional strategies and routines to strengthen fluency.~~

Standard II: Fluency, Vocabulary Development and Comprehension**

~~The teacher demonstrates knowledge of fluency, vocabulary development, and reading comprehension strategies. The teacher demonstrates the ability to apply these components by using research-based best practices in all aspects of literacy and/or content area instruction.~~ The teacher candidate understands: the importance of automatic word recognition, reading fluency, reading comprehension, and motivation to read; the impact of vocabulary knowledge in oral and written language comprehension; and factors that contribute to deep listening and reading comprehension. This includes The candidate demonstrates the ability to: analyze the complexity of text structures; utilize a variety of narrative and informational texts from both print and digital sources; and make instruction accessible to all, including English Language ~~language~~ Learners ~~learners~~. The teacher candidate demonstrates the ability to apply these components by using evidence-based practices and explicit strategy instruction in all aspects of literacy and/or content area instruction.

~~{**Applies to all endorsements that can be added to a Standard Instructional Certificate}~~

Knowledge

- ~~2(a) The teacher knows the characteristics of the various genres and formats of children's and adolescent literature.~~
- ~~2(b) The teacher recognizes the importance of using a variety of texts and formats to enhance students' understanding of topics, issues, and content.~~
- ~~2(c) The teacher understands text complexity and structures and the importance of matching texts to readers.~~
- ~~2(d) The teacher understands how to use instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.~~
- ~~2(e) The teacher understands how to use instructional strategies to promote vocabulary development for all students, including English language learners.~~
- ~~2(f) The teacher understands how a student's reading proficiency, both oral and silent, affects comprehension.~~

Performance

- ~~2(g) The teacher identifies a variety of high-quality literature and texts within relevant content areas.~~
- ~~2(h) The teacher can develop lesson plans that incorporate a variety of texts and resources to enhance students' understanding of topics, issues, and content.~~
- ~~2(i) The teacher can analyze texts to determine complexity in order to support a range of readers.~~
- ~~2(j) The teacher selects and utilizes instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.~~
- ~~2(k) The teacher selects and utilizes instructional strategies to promote vocabulary development for all students, including English language learners.~~
- ~~2(l) The teacher uses oral and silent reading practices selectively to positively impact comprehension.~~

Standard III: Literacy Assessment Concepts.*

The teacher candidate understands, ~~interprets, and applies informal and formal~~ formative literacy assessment concepts, strategies, and measures. The candidate knows the basic principles of formal assessment construction and types of assessments including: screening (Idaho Reading Indicator), progress-monitoring, diagnostic, and outcome assessments (Idaho Standards Achievement Test); appropriate uses and administration; and interpretation of results. The candidate understands basic statistical terminology commonly utilized in formal and formative assessment including reliability, validity, criterion, normed, percentile, and percentage. The ~~teacher-candidate~~ uses assessment data to inform and design differentiated literacy instruction.

In addition, the teacher candidate demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders.

**Applies to the following endorsements: All Subjects K-8; Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6; Deaf/Hard of Hearing K-12; Early Childhood Special Education Pre-K-3; and Early Literacy K-3; Exceptional Child Generalist K-8, 6-12, and K-12; Literacy K-12; Teacher Leader-Literacy; and Visual Impairment Blind and Visually Impaired K-12*

Knowledge

- 3(a) ~~The teacher understands terms related to literacy assessment, analysis, and statistical measures.~~
- 3(b) ~~The teacher understands types of formal, informal, formative, summative, and diagnostic literacy assessments, their uses, appropriate administration, and interpretation of results across a range of grade levels.~~
- 3(c) ~~The teacher understands how to choose appropriate literacy assessments to determine the needs of the learner.~~
- 3(d) ~~The teacher understands how to use literacy assessment results to inform and guide intervention processes.~~
- 3(e) ~~The teacher knows how to measure and determine students' independent, instructional, and frustration reading levels.~~
- 3(f) ~~The teacher understands Idaho state specific literacy assessments and related proficiency levels.~~

Performance

- 3(g) ~~The teacher appropriately selects, administers, and interprets results of a variety of formal, informal, formative, summative, and diagnostic literacy assessments.~~
- 3(h) ~~The teacher utilizes literacy assessment results to inform and guide intervention processes.~~
- 3(i) ~~The teacher can measure and determine students' independent, instructional, and frustration reading levels.~~
- 3(j) ~~The teacher utilizes Idaho state specific literacy assessments and related proficiency levels to inform planning and instruction.~~

Standard IV: Writing Process**

The teacher candidate ~~incorporates writing in his/her instructional content area(s)~~ understands the benefit of incorporating writing in the content areas. The candidate uses evidence-based practices for teaching developmental spelling and handwriting, written expression, content area writing, and conventions. The ~~teacher-candidate~~ understands, models, and ~~instructs-provides instruction in~~ the writing process, including ~~but not limited to:~~ pre-writing, drafting, revising, editing, and publishing. The ~~teacher-candidate knows how to~~ structures frequent, authentic

writing opportunities that encompass a range of tasks, purposes, and audiences. ~~The teacher incorporates ethical research practices using multiple resources.~~ The teacher ~~fosters~~ candidate provides opportunities for written, visual, and oral communication in a variety of formats, including the use of appropriate assistive technology. The candidate understands the components of effective writing, the role of quality rubrics, and how to assess different types of writing in order to provide individualized constructive feedback and support. The teacher candidate incorporates ethical and credible research practices into instruction.

{**Applies to all endorsements that can be added to a Standard Instructional Certificate}

Knowledge

- 4(a) ~~The teacher understands writing as a complex communicative process that includes cognitive, social, physical, and developmental components.~~
- 4(b) ~~The teacher understands the purpose and function of each stage of the writing process, including the importance of extensive pre-writing.~~
- 4(c) ~~The teacher has an understanding of the role and range that audience, purpose, formats, features, and genres play in the development of written expression within and across all content areas.~~
- 4(d) ~~The teacher understands how to conduct writing workshops and individual writing conferences to support student growth related to specific content areas.~~
- 4(e) ~~The teacher understands how to assess content area writing, including but not limited to writing types, the role of quality rubrics, processes, conventions, and components of effective writing.~~
- 4(f) ~~The teacher understands the reciprocal relationship between reading, writing, speaking, and listening to support a range of writers, including English language learners.~~
- 4(g) ~~The teacher understands how to help writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.~~
- 4(h) ~~The teacher understands the impact of motivation and choice on writing production.~~

Performance

- 4(i) ~~The teacher engages writers in reading, speaking, and listening processes to address cognitive, social, physical, developmental, communicative processes.~~
- 4(j) ~~The teacher utilizes the writing process and strategies to support and scaffold effective written expression within and across content areas and a range of writers.~~
- 4(k) ~~The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, formats, purposes, audiences, and digital technologies.~~
- 4(l) ~~The teacher conducts writing workshops and writing conferences for the purpose of supporting student growth (including peer feedback/response).~~

- ~~4(m) The teacher assesses components of effective writing in the content areas, including utilizing quality rubrics.~~
- ~~4(n) The teacher scaffolds instruction for a range of student writers.~~
- ~~4(o) The teacher helps writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.~~
- ~~4(p) The teacher utilizes choice to motivate writing production.~~

Standard V: Diverse Reading & Writing Profiles – Reading & Writing Difficulties**

The teacher candidate understands how reading and writing difficulties vary in presentation and degree. The candidate understands the characteristics of struggling readers and writers, identifies appropriate accommodations, and adapts instruction to meet student needs. The candidate advocates for meeting the needs of struggling readers and writers within the available structure of tiered support. The candidate understands how federal and state laws pertain to learning disabilities, including dyslexia. The teacher candidate understands the (2003) International Dyslexia Association (IDA) definition of dyslexia and recognizes the distinguishing characteristics of dyslexia.

**Applies to all endorsements that can be added to a Standard Instructional Certificate

~~PRE-SERVICE TECHNOLOGY STANDARDS~~

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

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

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

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

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

ISTE STANDARDS FOR TEACHERS

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

~~1. Facilitate and inspire student learning and creativity—Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.~~

- ~~a. Promote, support, and model creative and innovative thinking and inventiveness~~
- ~~b. Engage students in exploring real world issues and solving authentic problems using digital tools and resources~~
- ~~c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes~~
- ~~d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments~~

~~2. Design and develop digital age learning experiences and assessments—Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.~~

- ~~a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity~~
- ~~b. Develop technology enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress~~
- ~~c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources~~
- ~~d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching~~

~~3. Model digital age work and learning—Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.~~

- ~~a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations~~
- ~~b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation~~
- ~~c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats~~

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

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

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

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

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

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

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

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

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

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

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

ISTE Standards • Teachers

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~~IDAHO STANDARDS FOR MODEL PRESERVICE STUDENT TEACHING EXPERIENCE~~

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

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

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

- ~~1(a) The mentor teacher is state certified to teach the content for which the candidate is seeking endorsement.~~
- ~~1(b) The mentor teacher has a minimum of three years of experience teaching in the content area(s) for which the student teacher is seeking endorsement.~~
- ~~1(c) The mentor teacher demonstrates effective professional practice and evidence of dispositions of a professional educator, as recommended by the principal.~~
- ~~1(d) The mentor teacher is committed to mentor, co plan, co assess, and co teach with the student teacher.~~
- ~~1(e) The mentor teacher is co selected, prepared, evaluated, supported, and retained.~~
- ~~1(f) The experienced mentor teacher receives positive candidate and EPP supervisor evaluations.~~

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

- ~~2(a) The EPP supervisor has P-12 education certified field experience.~~
- ~~2(b) The EPP supervisor proves proficiency in assessing teacher performance with ongoing rater reliability.~~
- ~~2(c) The experienced EPP supervisor receives positive candidate and school professional evaluations.~~
- ~~2(d) The EPP supervisor demonstrates evidence of dispositions of a professional educator.~~

~~**Standard 3: Partnership.**~~

- ~~3(a) The P-12 school and EPP partnership supports the cooperating teacher in his/her duties of mentorship.~~
- ~~3(b) The collaboration between P-12 school and EPP supports the conceptual framework of the institution.~~

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

- ~~4(a) — Passed background check~~
- ~~4(b) — Competency in prior field experience~~
- ~~4(c) — Passed all required Praxis tests~~
- ~~4(d) — Completion of all relevant coursework~~
- ~~4(e) — Possesses dispositions of a professional educator~~

~~Standard 5: Student Teaching Experience~~

- ~~5(a) — At least three documented, scored observations including pre and post conferences by the EPP supervisor, using the approved state teacher evaluation framework~~
- ~~5(b) — At least three formative assessments by the mentor teacher~~
- ~~5(c) — One common summative assessment based on state teacher evaluation framework~~
- ~~5(d) — Performance assessment including influence on P-12 student growth~~
- ~~5(e) — Recommended minimum 14 weeks student teaching~~
- ~~5(f) — Development of an Individualized Professional Learning Plan (IPLP)~~
- ~~5(g) — Demonstration of competence in meeting the *Idaho Standards for Initial Certification of Professional School Personnel*~~
- ~~5(h) — Relevant preparatory experience for an Idaho teacher's certificate~~

INSTITUTIONAL RECOMMENDATIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

~~Knowledge~~

- ~~1(a) The teacher understands the processes of language acquisition and the stages of development of linguistically diverse students~~
- ~~1(b) The teacher understands the concepts of bilingualism and biliteracy in regards to language development and how a student's first language may influence second language development.~~

~~Performance~~

- ~~1(c) The teacher plans, integrates, and delivers language and content instruction appropriate to the students' stages of language development.~~
- ~~1(d) The teacher facilitates students' use of their first language as a resource to promote academic learning and further development of the second language.~~

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

Knowledge

- ~~2(a) The teacher understands differences in culture for planning, integrating, and delivering inclusive learning experiences.~~
- ~~2(b) The teacher understands there are unique considerations and strategies for appropriately identifying culturally and linguistically diverse students with exceptionalities (learning disabilities/giftedness).~~
- ~~2(c) The teacher understands the importance of providing appropriate accommodations that allow students to access academic content based on their current level of language proficiency.~~
- ~~2(d) The teacher understands there are unique considerations for specific language learner groups (e.g. immigrants, refugees, migrant, students with interrupted formal education).~~

Performance

- ~~2(e) The teacher identifies ways to promote respect and advocate for diverse linguistic communities.~~
- ~~2(f) The teacher demonstrates the ability to collaborate with other area specialists to appropriately identify culturally and linguistically diverse students with exceptionalities.~~
- ~~2(g) The teacher demonstrates the ability to provide appropriate accommodations that allow students to access academic content based on their current level of language proficiency.~~
- ~~2(h) The teacher identifies and describes characteristics of major language and cultural groups in Idaho.~~

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

Knowledge

- ~~3(a) The teacher understands that language is socially constructed and the importance of individual and collaborative learning.~~
- ~~3(b) The teacher understands the importance of creating a safe, culturally responsive learning environment that promotes engagement and motivation.~~

Performance

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

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

Knowledge

- 4(a) — The teacher understands the evolution, research, and current federal and state legal mandates of education for linguistically diverse learners.
- 4(b) — The teacher understands various language instruction educational program models.
- 4(c) — The teacher understands that language is a system (including linguistic and socio-linguistic) and is able to distinguish between forms, functions, and contextual usage of social and academic language.

Performance

- 4(d) — The teacher establishes goals, designs curricula and instruction, and facilitates student learning in a manner that builds on students' linguistic and cultural diversity.
- 4(e) — The teacher evaluates various language instruction program models and makes possible recommendations for improvement.
- 4(f) — The teacher analyzes language demands for instruction.

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

Knowledge

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

Performance

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

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

Knowledge

- 6(a) — The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.
- 6(b) — The teacher understands how to measure English language proficiency and is familiar with the state English language proficiency assessment.
- 6(c) — The teacher understands the difference between levels of language proficiency and how it can affect a students' academic achievement through various assessments.
- 6(d) — The teacher knows how to interpret data and explain the results of standardized assessments to students who are English learners, the students' families, and to colleagues.

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

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

Performance

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

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

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

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

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

Knowledge

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

Performance

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

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

Knowledge

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

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

Performance

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

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

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

Knowledge

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

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

Knowledge

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

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

Performance

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

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

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

GLOSSARY OF TERMS

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

Biliteracy—The ability to read and write in two languages

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

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

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

~~IDAHO STANDARDS FOR BILINGUAL EDUCATION TEACHERS~~

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

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

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

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

~~Knowledge~~

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

~~Performance~~

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

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

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

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

Knowledge

- ~~4(a) The bilingual education teacher has communicative competence and academic language proficiency in the first language and in the second language.~~
- ~~4(b) The bilingual education teacher understands the linguistic features of both the first language and the second language.~~
- ~~4(c) The bilingual education teacher has knowledge of the cultures of the first language and the second language.~~
- ~~4(d) The bilingual education teacher understands the methodology of teaching biliteracy.~~

Performance

- ~~4(e) The bilingual education teacher demonstrates proficiency in key linguistic structures and the ability to expose students to the linguistic features of the first and second language, such as various registers, dialects, and idioms.~~
- ~~4(f) The bilingual education teacher demonstrates the ability to address the cultures of the first and the second language in an instructional cycle.~~
- ~~4(g) The bilingual education teacher demonstrates the ability to plan literacy instruction for students in a bilingual program.~~

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

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

Knowledge

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

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

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

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

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

DRAFT

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

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

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

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

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

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

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

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

~~Knowledge~~

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

~~Performance~~

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

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

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

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

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

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

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

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

These standards apply in addition to Idaho Core Teaching Standards.

Standard 1: Child Development. The teacher candidate understands the development period of early childhood from birth through age 8, both typical and atypical, across all domains of development, including consideration for children who are medically fragile, special health care needs, or have experienced trauma.

Standard 2: Embedding Instructional Strategies. The teacher candidate selects, adapts modifies and uses a repertoire of evidence-based instructional strategies, including universal design for learning and intentional and explicit instruction to embed learning objectives into child initiated, planned, and routine activities in natural and inclusive settings

Standard 3: Functional Skills. The teacher candidate understands functional and communication skills that facilitate the child's growing independence and have the ability to differentiate and scaffold supports for acquisition, fluency, maintenance, and generalization.

Standard 4: Integrated and Meaningful Learning. The teacher candidate utilizes a foundation of exploration, inquiry, and play to plan learning opportunities that integrate the domains of development and traditional content areas connected to meaningful every day early childhood experiences.

Standard 5: Authentic Assessment. The teacher candidate, in collaboration with the child's family, use a variety of methods, including authentic and routine-based assessments, to conduct screening, pre-referral interventions, referral, and eligibility determination to guide educational decisions. The teacher candidate reports assessment results so that they are understandable and useful to families.

Standard 6: Laws, Rules, and Regulations. The teacher candidate develops individualized family service plans, early childhood/K-3 individualized education plans, transition plans, early childhood outcomes, and behavior plans in accordance with applicable standards, laws, rules, regulations, and procedural safeguards.

Standard 7: Assistive Technology. The teacher candidate designs strategies to facilitate optimal access to low- and high technology tools and assistive technologies across learning environments to promote active and equitable participation in learning activities.

Standard 8: Coaching and Consultation. The teacher candidate uses coaching or consultation strategies with primary caregivers, paraeducators, or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.

Standard 9: Family Partnership. The teacher candidates understands the impact of family systems and culture on children's development and intentionally partner with families throughout the process of assessment, goal development, intervention, and ongoing evaluation. Families' concerns, priorities, and resources are integrated into individualized plans.

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

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

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

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

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

Knowledge

- 1(a) The early childhood educator knows that family systems are inextricably tied to child development.
- 1(b) The early childhood educator understands the typical and atypical development from conception to age eight (8).
- 1(c) The early childhood educator understands how learning occurs and that children’s development influences learning and instructional decisions.
- 1(d) The early childhood educator understands the developmental consequences of toxic (strong, frequent, and/or prolonged) stress, trauma, protective factors and resilience, and the consequences on the child’s mental health.
- 1(e) The early childhood educator understands the importance of supportive relationships on the child’s learning, emotional, and social development.
- 1(f) The early childhood educator understands the role of adult-child relationships in learning and development.

Performance

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

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

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

Knowledge

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

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

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

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

Performance

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

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

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

Knowledge

- ~~3(a) The early childhood educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in children.~~
- ~~3(b) The early childhood educator understands applicable laws, rules, and regulations regarding behavior management planning and plan implementation for children with disabilities.~~
- ~~3(c) The early childhood educator understands principles of guidance (co-regulation, self-monitoring, and emotional regulation), applied behavioral analysis and ethical considerations inherent in behavior management.~~
- ~~3(d) The early childhood educator understands crisis prevention and intervention practices relative to the setting, age, and developmental stage of the child.~~
- ~~3(e) The early childhood educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.~~

Performance

- ~~3(f) The early childhood educator embeds learning objectives within everyday routines and activities in natural and inclusive settings.~~
- ~~3(g) The early childhood educator creates an accessible learning environment, including the use of assistive technology.~~
- ~~3(h) The early childhood educator creates a positive, predictable, and safe environment that encourages social-emotional development, self-advocacy and increased independence.~~
- ~~3(i) The early childhood educator designs environments to support inquiry and exploration.~~

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

Knowledge

- ~~4(a) The early childhood educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices.~~
- ~~4(b) The early childhood educator aligns curriculum with Idaho's Early Learning eGuidelines and individual children's needs, along with the Idaho Content Standards and other early learning standards. The early learning childhood educator also understands and is current in academic domains, including English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, physical education and other disciplines applicable to their certification.~~

- ~~4(c) The early childhood educator understands speech and language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.~~
- ~~4(d) The early childhood educator understands concepts of language arts/literacy and child development in order to teach reading, writing, speaking/listening, language, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.~~
- ~~4(e) The early childhood educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.~~
- ~~4(f) The early childhood educator understands that children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, effective conflict resolutions, and develop self-regulation skills.~~
- ~~4(g) The early childhood educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, sleeping).~~

Performance

- ~~4(h) The early childhood educator demonstrates the application of theories and educational models in early childhood education and special education practices.~~
- ~~4(i) The early childhood educator applies developmentally appropriate practices and uses a variety of strategies and supports to individualize meaningful and challenging learning experiences for children with diverse needs across domains of development and content areas of learning.~~

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

Knowledge

- ~~5(a) The early childhood educator understands the essential functions of play and the role of play in the holistic growth and development of children birth through age 8.~~
- ~~5(b) The early childhood educator knows how children integrate domains of development (language, cognition, social and emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, movement) and how to weave those themes into meaningful learning experiences.~~

Performance

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

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

Knowledge

- ~~6(a) The early childhood educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and periodic observations and record-keeping of children's everyday activities and performance.~~
- ~~6(b) The early childhood educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.~~
- ~~6(c) The early childhood educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.~~

Performance

- ~~6(d) The early childhood educator assesses all developmental domains (e.g., social and emotional, fine and gross motor, cognition, communication, self-help).~~
- ~~6(e) The early childhood educator ensures the participation and procedural safeguard rights of the parent/child when determining eligibility, planning, and implementing services.~~
- ~~6(f) The early childhood educator collaborates with families and professionals involved in the assessment process of children.~~
- ~~6(g) The early childhood educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.~~
- ~~6(h) The early childhood educator uses a diverse array of assessment strategies to assess children depending on the purpose of assessment (e.g., observation, checklists, norm-referenced, teacher-created assessment, functional assessments).~~
- ~~6(i) The early childhood educator regularly monitors the progress of birth to age 8 children and makes instructional adjustments based on assessment data.~~
- ~~6(j) The early childhood educator demonstrates culturally or linguistically diverse assessment practices and procedures used to determine eligibility of a student.~~
- ~~6(k) The early childhood educator conducts functional behavior assessments to understand behavior in the context within which it occurs.~~
- ~~6(l) The early childhood educator evaluates children's skill development in relation to developmental norms and state-adopted standards.~~

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum,

~~cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.~~

Knowledge

- ~~7(a) The early childhood educator designs instruction that reflects currently recommended professional practice and provides opportunities for children (from birth through age 2, ages 3-5, and grades K-3) and families to learn through inquiry and exploration.~~

Performance

- ~~7(b) The early childhood educator designs meaningful child-initiated inquiry and integrated learning opportunities that are scaffolded for the developmental needs of all children.~~
- ~~7(c) The early childhood educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-centered services based on identified resources, priorities, and concerns through the use of the Individualized Family Service Plans (IFSP) and Individualized Education Programs (IEP).~~
- ~~7(d) The early childhood educator uses functional behavior assessment to develop a comprehensive, function-based behavior support plan that includes strategies for prevention and replacement of challenging behavior.~~
- ~~7(e) The early childhood educator facilitates transitions for children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, primary programs).~~

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

Knowledge

- ~~8(a) The early childhood educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, transitions).~~
- ~~8(b) The early childhood educator understands the breadth and application of low and high assistive technology to support instructional assessment, planning, and delivery of instruction.~~

Performance

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

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

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

Knowledge

- ~~9(a) — The early childhood educator understands the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation and the Council for Exceptional Children /Division for Early Childhood (CEC/DEC) Initial Preparation Standards.~~
- ~~9(b) — The early childhood educator understands the code of ethics of the NAEYC, CEC/DEC, and the Idaho Code of Ethics for Professional Educators.~~

Performance

- ~~9(c) — The early childhood educator practices behavior congruent with the NAEYC Standards for Early Childhood Professional Preparation, CEC/DEC Initial Preparation Standards, and the Idaho Code of Ethics for Professional Educators.~~
- ~~9(d) — The early childhood educator creates a manageable system to maintain all program and legal records for children.~~

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

Knowledge

- ~~10(a) — The early childhood educator knows family systems and its application to the dynamics, roles, and relationships within families and communities.~~
- ~~10(b) — The early childhood educator knows community, state, and national resources available for children and their families.~~
- ~~10(c) — The early childhood educator understands the role and function of the service coordinator and related service professionals in assisting families of children.~~
- ~~10(d) — The early childhood educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).~~
- ~~10(e) — The early childhood educator knows the rights and responsibilities of parents, students, teachers, professionals, and programs as they relate to children with disabilities.~~

- ~~10(f) The early childhood educator understands how to effectively communicate and collaborate with children, parents, colleagues, and the community in a professional and culturally sensitive manner.~~

Performance

- ~~10(g) The early childhood educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, community) to support the child's development and learning.~~
- ~~10(h) The early childhood educator identifies and accesses community, state, and national resources for children and families.~~
- ~~10(i) The early childhood educator advocates for children and their families.~~
- ~~10(j) The early childhood educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.~~
- ~~10(k) The early childhood educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.~~
- ~~10(l) The early childhood educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.~~

~~IDAHO FOUNDATION STANDARDS FOR CAREER TECHNICAL TEACHERS~~

~~In addition to the standards listed here, career technical teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Agricultural Science and Technology Teachers, (2) Idaho Standards for Business Technology Teachers, (3) Idaho Standards for Family and Consumer Sciences Teachers, (4) Idaho Standards for Marketing Technology Teachers, or (5) Idaho Standards for Technology Education Teachers. Occupationally certified teachers must meet these foundation standards for career technical teachers. Additionally, all teacher candidates are expected to meet the requirements defined in IDAPA (08.02.02: Rules Governing Uniformity).~~

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

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

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

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

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

~~Performance~~

- ~~3(a) The teacher is able to apply concepts of classroom motivation and management to laboratory and field settings.~~

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

Knowledge

- ~~4(a) The teacher understands basic technological principles, processes, terminology, skills, and safety practices of the occupational area.~~
- ~~4(b) The teacher understands industry trends and labor market needs.~~
- ~~4(c) The teacher understands organizational and leadership structures in the workplace.~~
- ~~4(d) The teacher understands the philosophical principles and the practices of career technical education.~~
- ~~4(e) The teacher understands the importance of intra-curricular student leadership development in career technical program areas.~~

Performance

- ~~4(f) The teacher demonstrates specific occupational skills necessary for employment.~~
- ~~4(g) The teacher uses current terminology, industry logistics, and procedures for the occupational area.~~
- ~~4(h) The teacher incorporates and promotes leadership skills in state approved Career Technical Student Organizations (CTSO).~~
- ~~4(i) The teacher assesses the occupational needs of the community.~~
- ~~4(j) The teacher facilitates experiences designed to develop skills for successful employment.~~
- ~~4(k) The teacher informs students about opportunities to develop employment skills (e.g., work study programs, internships, volunteer work, employment opportunities).~~

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

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

Knowledge

- ~~6(a) The teacher knows how to analyze data about a student's progress, including assessments, to evaluate workplace readiness.~~
- ~~6(b) The teacher understands the importance of conducting a follow-up survey of graduates.~~
- ~~6(c) The teacher understands how to modify the instruction based on student progress, changing industry standards, state approved program assessments, and/or other relevant assessment data.~~
- ~~6(d) The teacher understands how to assess student learning in applicable laboratory settings.~~

Performance

- ~~6(e) The teacher analyzes data about a student's progress, including assessments, to evaluate workplace readiness.~~
- ~~6(f) The teacher provides verbal and written assessment feedback on students' classroom and/or laboratory assignments.~~
- ~~6(g) The teacher modifies instruction based on student progress, changing industry standards, state-approved program assessments, and/or other relevant assessment data.~~

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

Knowledge

- ~~7(a) The teacher understands state-approved career technical secondary to postsecondary standards and competencies, and how these are organized in the curriculum.~~
- ~~7(b) The teacher understands how to embed state-approved career technical student organization (CTSO) activities in the curriculum.~~
- ~~7(c) The teacher knows how to identify community and industry expectations and access resources.~~

Performance

- ~~7(d) The teacher designs instruction to meet state-approved career technical secondary to postsecondary curricula and industry standards.~~

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

Knowledge

- ~~8(a) The teacher understands how to provide students with realistic occupational and/or work experiences.~~
- ~~8(b) The teacher knows how to utilize education and industry professionals, and research to enhance student understanding of processes, knowledge, and safety.~~
- ~~8(c) The teacher understands integration of student leadership development, community involvement, and personal growth into instructional strategies.~~
- ~~8(d) The teacher understands how academic skills and advanced technology can be integrated into an occupational learning environment.~~

Performance

- ~~8(e) The teacher models ethical workplace practices.~~

- ~~8(f) The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.~~
- ~~8(g) The teacher integrates academic skills into each occupational area.~~
- ~~8(h) The teacher uses simulated and/or authentic occupational applications of course content.~~
- ~~8(i) The teacher uses experts from business, industry, and government as appropriate for the content area.~~
- ~~8(j) The teacher discusses innovation and entrepreneurship in the workforce and incorporates them where possible.~~

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

Knowledge

- ~~9(a) The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.~~
- ~~9(b) The teacher understands the importance of maintaining current technical skills and seeking continual improvement.~~
- ~~9(c) The teacher understands current state and federal guidelines and regulations related to career technical education requirements.~~

Performance

- ~~9(d) The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.~~
- ~~9(e) The teacher participates in continual relevant professional development activities through involvement with local, state, and national career and technical organizations.~~

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

Knowledge

- ~~10(a) The teacher understands the role technical advisory committees play in continuous program improvement.~~
- ~~10(b) The teacher understands the importance of using industry experts to develop and validate occupational skills.~~
- ~~10(c) The teacher understands the importance of professional organizations within the content and occupational areas.~~

~~10(d) The teacher understands career technical education advanced opportunities.~~

~~10(e) The teacher understands the local, state, and national opportunities of state-approved career technical student organizations (CTSO).~~

Performance

~~10(f) The teacher participates with technical advisory committees for program development and improvement.~~

~~10(g) The teacher cooperates with educators in other content areas to develop instructional strategies and to integrate learning.~~

~~10(h) The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.~~

~~Standard 11: Safety—The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.~~

Knowledge

~~11(a) The teacher understands how to safely handle and dispose of waste materials.~~

~~11(b) The teacher understands how to care for, inventory, and maintain materials and equipment.~~

~~11(c) The teacher understands safety contracts and operation procedures.~~

~~11(d) The teacher understands legal safety issues related to the program area.~~

~~11(e) The teacher understands safety requirements necessary to conduct laboratory and field activities.~~

~~11(f) The teacher understands time and organizational skills in laboratory management.~~

~~11(g) The teacher is aware of safety regulations at school and work sites.~~

Performance

~~11(h) The teacher ensures that facilities, materials, and equipment are safe to use.~~

~~11(i) The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.~~

~~11(j) The teacher demonstrates effective management skills in the classroom and laboratory environments.~~

~~11(k) The teacher models and reinforces effective work and safety habits.~~

~~Standard 12: Career Readiness—The teacher prepares students to meet the demands and responsibilities of the workplace.~~

Knowledge

~~12(a) The teacher understands workplace employability skills and related issues.~~

~~12(b) The teacher understands the issues of balancing work and personal responsibilities.~~

~~12(c) The teacher understands how to promote career awareness.~~

Performance

~~12(d) The teacher designs instruction that addresses employability skills and related workplace issues.~~

~~12(e) The teacher discusses how to balance demands between work and personal responsibilities.~~

~~12(f) The teacher provides opportunities for career awareness and exploration.~~

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IDAHO STANDARDS FOR AGRICULTURAL SCIENCE AND TECHNOLOGY TEACHERS

In addition to the standards listed here, agricultural science and technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Career Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

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

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

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

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

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

Knowledge

- 4(a) — The teacher understands biological, physical, and applied sciences relative to practical solutions for the agricultural industry.
- 4(b) — The teacher knows about production agriculture.
- 4(c) — The teacher knows plant and animal science, agricultural business management, and agricultural mechanics, as well as computer and other technology related to these areas.

- ~~4(d) The teacher understands and has experience in one or more of the following specialized occupational areas:~~
- ~~• Agricultural production and marketing~~
 - ~~• Agricultural equipment and supplies~~
 - ~~• Agriculture product processing~~
 - ~~• Ornamental horticulture and turf grass management (e.g., floriculture, greenhouse management)~~
 - ~~• Agricultural business planning and analysis~~
 - ~~• Natural resource management~~
 - ~~• Environmental science~~
 - ~~• Forestry~~
 - ~~• Small animal production and care~~
- ~~4(e) The teacher understands how to advise, oversee and operate a local FFA chapter and how it relates to the Idaho State and National FFA organizations.~~
- ~~4(f) The teacher understands how to organize and implement Supervised Agricultural Experience (SAE) programs including but not limited to working with parents, students, adults, and employers.~~
- ~~4(g) The teacher is familiar with the administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, SAE).~~

Performance

- ~~4(h) The teacher applies natural and physical science principles to practical solutions.~~
- ~~4(i) The teacher discusses production agriculture.~~
- ~~4(j) The teacher discusses and demonstrates content and best practices of plant and animal science; agricultural business management; and agricultural mechanics; and integrates computer and other technology related to these areas.~~
- ~~4(k) The teacher advises, oversees and operates a local FFA chapter in relationship to the Idaho State and National FFA organizations.~~
- ~~4(l) The teacher organizes and implements SAE programs including but not limited to working with parents, students, adults and employers.~~
- ~~4(m) The teacher observes administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, SAE).~~

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

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

Performance

- ~~6(a) The teacher can develop and utilize performance-based assessments to evaluate student projects.~~

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

Knowledge

- ~~7(a) The teacher understands the integrated programmatic approach of incorporating classroom and laboratory, FFA, and SAE.~~

Performance

- ~~7(b) The teacher actively incorporates components of FFA and SAE into instruction.~~

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

Knowledge

- ~~8(a) The teacher understands that experiential learning theory is the foundation for classroom/laboratory instruction, SAE, and FFA leadership development.~~

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

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

Knowledge

- ~~10(a) The teacher understands the role of industry experts in agricultural education settings for the purpose of formal training.~~
- ~~10(b) The teacher understands the role of adult volunteers in secondary agricultural education and FFA programs.~~

~~Standard 11: Safety. The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.~~

~~Standard 12: Career Readiness—The teacher prepares students to meet the demands and responsibilities of the workplace.~~

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~~IDAHO STANDARDS FOR BUSINESS TECHNOLOGY TEACHERS~~

~~In addition to the standards listed here, business technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Career Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

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

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

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

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

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

~~Knowledge~~

- ~~3(a) — The teacher understands how classroom environment ties to industry to create a real-world working environment in the classroom/laboratory setting.~~

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

~~Knowledge~~

- ~~4(a) — The teacher possesses a foundational level of knowledge about a broad range of business and business technology subjects, which support current state approved standards.~~

- ~~4(b) The teacher understands how to advise, oversee and facilitate a Business Professionals of America (BPA) chapter and how it relates to the Idaho and National BPA organizations.~~

Performance

- ~~4(c) The teacher integrates BPA through intra-curricular approaches in the business program of study.~~
- ~~4(d) The teacher integrates academic concepts into business and business technology content areas.~~

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

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

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

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

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

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

~~**Standard 11: Safety.** The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.~~

~~**Standard 12: Career Readiness.** The teacher prepares students to meet the demands and responsibilities of the workplace.~~

~~IDAHO STANDARDS FOR FAMILY AND CONSUMER SCIENCES TEACHERS~~

~~In addition to the standards listed here, family and consumer sciences teachers must meet the Idaho Core Teacher Standards and Idaho Foundation Standards for Career Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

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

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

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

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

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

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

~~Knowledge~~

- ~~4(a) — The teacher understands the significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.~~
- ~~4(b) — The teacher knows of community agencies and organizations that provide assistance to individuals and families.~~
- ~~4(c) — The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.~~

- ~~4(d) The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.~~
- ~~4(e) The teacher understands the social, emotional, intellectual, physical, and moral development across the lifespan.~~
- ~~4(f) The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.~~
- ~~4(g) The teacher understands the design, selection, and care of textiles and apparel products.~~
- ~~4(h) The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.~~
- ~~4(i) The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.~~
- ~~4(j) The teacher understands resource conservation and environmental issues in relation to family and community health.~~
- ~~4(k) The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.~~
- ~~4(l) The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.~~
- ~~4(m) The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intra-curricular learning experiences.~~
- ~~4(n) The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.~~

Performance

- ~~4(o) The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.~~
- ~~4(p) The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.~~
- ~~4(q) The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.~~
- ~~4(r) The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.~~

~~4(s) The teacher demonstrates the design, selection, and care of textiles and apparel products.~~

~~4(t) The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.~~

~~4(u) The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.~~

~~4(v) The teacher integrates resource conservation and environmental issues in relation to family and community health.~~

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

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

Knowledge

~~6(a) The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.~~

Performance

~~6(b) The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.~~

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

Knowledge

~~7(a) The teacher understands how to apply family and consumer sciences national standards and other resources when planning instruction.~~

~~7(b) The teacher understands how program alignment across grade levels (6-12) and family and consumer sciences content area maximizes learning.~~

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

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

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

~~Standard 11: Safety—The teacher creates and manages classroom/ laboratories that are clean, orderly, safe, and accessible to all students.~~

~~Standard 12: Career Readiness—The teacher prepares students to meet the demands and responsibilities of the workplace.~~

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~~IDAHO STANDARDS FOR MARKETING TECHNOLOGY TEACHERS~~

~~In addition to the standards listed here, marketing technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Career Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

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

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

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

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

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

~~Knowledge~~

- ~~3(a) — The teacher understands how classroom environment ties to industry to create a real-world working environment in the classroom/laboratory setting.~~

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

~~Knowledge~~

- ~~4(a) — The teacher possesses a foundational level of knowledge about a broad range of marketing and marketing technology subjects, which support current state-approved teacher endorsement standards.~~
- ~~4(b) — The teacher understands how to advise, oversee, and facilitate a DECA chapter and how it relates to the Idaho and National DECA organizations.~~

Performance

~~4(c) The teacher embeds DECA activities and curriculum through an intra-curricular approach within the marketing program of study.~~

~~4(d) The teacher integrates academic concepts into marketing and marketing technology content areas.~~

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

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

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

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

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

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

~~Standard 11: Safety. The teacher creates and manages classroom/ laboratories that are clean, orderly, safe, and accessible to all students.~~

~~Standard 12: Career Readiness. The teacher prepares students to meet the demands and responsibilities of the workplace.~~

~~IDAHO STANDARDS FOR TECHNOLOGY EDUCATION TEACHERS~~

~~In addition to the standards listed here, technology education teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Career Technical Teachers.~~

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

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

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

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

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

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

~~Knowledge~~

- ~~4(a) The teacher has a basic understanding of communication technology; manufacturing; power, energy, and transportation; construction; electronics; computer systems; and other relevant emerging technologies.~~
- ~~4(b) The teacher understands the operation and features of computer aided design and automated manufacturing systems.~~
- ~~4(c) The teacher understands the principles and concepts of engineering design, technology and the associated mathematics and science concepts.~~
- ~~4(d) The teacher knows the classical and contemporary elements, principles, and processes of structural systems.~~

~~4(e) The teacher understands industry logistics, technical terminologies and procedures for the technology occupational area.~~

~~4(f) The teacher understands the importance of team dynamics and the project management process when working in the technology occupational areas.~~

Performance

~~4(g) The teacher demonstrates the skills that support the fields of communication technology; manufacturing; power, energy, and transportation; construction; electronics; computer technology and other relevant emerging technologies.~~

~~4(h) The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, and other related technology applications.~~

~~4(i) The teacher demonstrates architectural and mechanical drafting skills.~~

~~4(j) The teacher demonstrates the various phases of an engineering design process.~~

~~4(k) The teacher creates opportunities for students to work collaboratively in teams and practice the project management processes related to the technology occupational areas.~~

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

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

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

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

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

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

~~**Standard 11: Safety** The teacher creates and manages classroom/ laboratories that are clean, orderly, safe, and accessible to all students.~~

~~Standard 12: Career Readiness—The teacher prepares students to meet the demands and responsibilities of the workplace.~~

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IDAHO FOUNDATION STANDARDS FOR COMMUNICATION ARTS TEACHERS

In addition to the standards listed here, communication arts teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Journalism Teachers or (2) Idaho Standards for Speech and Debate Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

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

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

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

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

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

Knowledge

- 4(a) The teacher understands how values and ethics affect communication.
- 4(b) The teacher understands the importance of audience analysis and adaptation in differing communication contexts.
- 4(c) The teacher knows the components and processes of communication.
- 4(d) The teacher understands the interactive roles of perceptions and meaning.

- ~~4(e) The teacher understands how symbolism and language affect communication.~~
- ~~4(f) The teacher understands the role of organization in presenting concepts, ideas, and arguments.~~
- ~~4(g) The teacher knows methods and steps of problem solving in communication arts.~~
- ~~4(h) The teacher understands the impact of outside social structures and institutions including historical, political, social, economic, and cultural perspectives on communication processes and messages.~~

Performance

- ~~4(i) The teacher emphasizes to students the importance of values and ethics relevant to the communication process in a variety of formats (e.g., speeches, interpersonal interactions, journalistic writing, social media, debate).~~
- ~~4(j) The teacher provides instruction and practice in conducting and applying research.~~
- ~~4(k) The teacher creates lessons that stress the importance of audience analysis and adaptation.~~
- ~~4(l) The teacher presents communication as a process consisting of integral components.~~
- ~~4(m) The teacher explains various methods of organization and their effects on the communication process.~~
- ~~4(n) The teacher delivers instruction that facilitates student analysis and evaluation of message contexts, including historical, political, social, economic, and cultural perspectives.~~

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

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

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

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

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

Knowledge

- 9(a) — ~~The teacher understands contemporary legal standards relating to communication and media.~~

Performance

- 9(b) — ~~The teacher develops learning progressions for students that embed contemporary legal standards relating to communication and media.~~

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

~~IDAHO STANDARDS FOR JOURNALISM TEACHERS~~

~~In addition to the standards listed here, journalism teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

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

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

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

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

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

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

~~Knowledge~~

- ~~4(a) — The teacher comprehends the fundamentals of journalistic style (e.g., news, feature, editorial writing).~~
- ~~4(b) — The teacher understands the elements of design and layout.~~
- ~~4(c) — The teacher understands the purposes and elements of photojournalism (e.g., composition, processing).~~
- ~~4(d) — The teacher understands the purposes, types, and rules of headline and caption writing.~~
- ~~4(e) — The teacher possesses knowledge of interviewing skills.~~

- ~~4(f) The teacher knows how to organize and equip a production area.~~
- ~~4(g) The teacher knows how to organize and supervise a student staff (e.g., editors, writers, photographers, business personnel).~~
- ~~4(h) The teacher knows how to adapt journalistic techniques to various media (e.g., radio, television, Internet).~~
- ~~4(i) The teacher understands advertising and finance.~~
- ~~4(j) The teacher knows the fundamentals of editing.~~
- ~~4(k) The teacher understands processes of effective critiquing.~~
- ~~4(l) The teacher understands journalistic and scholastic press law and ethics.~~
- ~~4(m) The teacher understands the role of journalism in democracy.~~

Performance

- ~~4(n) The teacher instructs students in the fundamentals of journalistic style across a variety of journalistic platforms.~~
- ~~4(o) The teacher student application of design and layout techniques.~~
- ~~4(p) The teacher integrates the purposes and elements of photojournalism into the production process.~~
- ~~4(q) The teacher instructs students in the purposes, types, and rules of headline and caption writing.~~
- ~~4(r) The teacher provides opportunities for students to practice and use interviewing skills.~~
- ~~4(s) The teacher teaches editing skills and provides opportunities for student practice.~~
- ~~4(t) The teacher provides opportunities for students to critique and evaluate student and professional work.~~

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

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

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

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

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

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

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~~IDAHO STANDARDS FOR SPEECH AND DEBATE TEACHERS~~

~~In addition to the standards listed here, speech and debate teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

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

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

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

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

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

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

~~Knowledge~~

- ~~4(a) — The teacher understands the models of interpersonal communication.~~
- ~~4(b) — The teacher knows the processes and types of active listening.~~
- ~~4(c) — The teacher knows the nature of conflict and conflict resolution strategies in the speech process.~~
- ~~4(d) — The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, problem-solving).~~
- ~~4(e) — The teacher understands rhetorical theories and practices.~~

- ~~4(f) The teacher understands types of public speaking (e.g., informative, persuasive, ceremonial).~~
- ~~4(g) The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.~~
- ~~4(h) The teacher understands the necessity of adapting public speaking styles and skills to various media.~~
- ~~4(i) The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).~~
- ~~4(j) The teacher knows the theories and practices of argumentation.~~
- ~~4(k) The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, fallacies).~~
- ~~4(l) The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, debate).~~
- ~~4(m) The teacher knows how to identify and minimize communication anxiety.~~

Performance

- ~~4(n) The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, conflict resolution).~~
- ~~4(o) The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.~~
- ~~4(p) The teacher provides opportunities for students to prepare, practice, and present various types of speeches.~~
- ~~4(q) The teacher provides instruction integrating digital media and visual displays to enhance presentations.~~
- ~~4(r) The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, competitive speaking).~~
- ~~4(s) The teacher provides opportunities for students to participate in debate and speaking events.~~
- ~~4(t) The teacher explains various methods of organization and their effects on the communication process.~~
- ~~4(u) The teacher provides strategies for assessing and minimizing communication anxiety (e.g., personal anxiety assessment, repetition, visualization).~~

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

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

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

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

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

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

IDAHO STANDARDS FOR COMPUTER SCIENCE TEACHERS

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

The following knowledge and performance statements for the Computer Science Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher preparation programs have met the standards. These standards were influenced and developed through use of the standards set forward by the International Society for Technology Education (ISTE) and the Computer Science Teachers' Association (CSTA).

The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

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

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

Knowledge

- 1(a) The teacher understands digital citizenship.

Performance

- 1(b) The teacher promotes and models digital citizenship.

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

Knowledge

- 2(a) The teacher understands the role of language and culture in learning computer science and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

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

Knowledge

- 3(a) ~~The teacher understands how to design environments that promote effective teaching and learning in computer science classrooms and promote digital citizenship.~~

Performance

- 3(b) ~~The teacher promotes and models the safe and effective use of computer hardware, software, peripherals, and networks.~~
- 3(c) ~~The teacher develops student understanding of privacy, security, safety, and effective communication in digital environments.~~

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

Knowledge

- 4(a) ~~The teacher understands data representation and abstraction.~~
- 4(b) ~~The teacher understands how to effectively design, develop, and test algorithms.~~
- 4(c) ~~The teacher understands the software development process.~~
- 4(d) ~~The teacher understands digital devices, systems, and networks.~~
- 4(e) ~~The teacher understands the basic mathematical principles that are the basis of computer science, including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.~~
- 4(f) ~~The teacher understands the role computer science plays and its impact in the modern world.~~
- 4(g) ~~The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline.~~
- 4(h) ~~The teacher understands the many and varied career and education paths that exist in Computer Science.~~

Performance

- 4(i) ~~The teacher demonstrates knowledge of and proficiency in data representation and abstraction. The teacher:~~
- ~~• Effectively uses primitive data types.~~
 - ~~• Demonstrates an understanding of static and dynamic data structures.~~
 - ~~• Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc.~~
 - ~~• Effectively uses modeling and simulation to solve real-world problems~~
- 4(j) ~~The teacher effectively designs, develops, and tests algorithms. The teacher:~~

- ~~Uses a modern, high-level programming language, constructs correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and iterative control structures.~~
 - ~~Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures.~~
 - ~~Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness.~~
 - ~~Effectively uses two or more development environments.~~
 - ~~Demonstrates knowledge of varied software development models and project management strategies.~~
 - ~~Demonstrates application of phases of the software development process on a project of moderate complexity from inception to implementation.~~
- 4(k) ~~The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher:~~
- ~~Demonstrates an understanding of data representation at the machine level.~~
 - ~~Demonstrates an understanding of machine level components and related issues of complexity.~~
 - ~~Demonstrates an understanding of operating systems and networking in a structured computing system.~~
 - ~~Demonstrates an understanding of the operation of computer networks and mobile computing devices.~~
- 4(l) ~~The teacher demonstrates an understanding of the role computer science plays and its impact in the modern world. The teacher:~~
- ~~Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users.~~
 - ~~Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce.~~
- 4(m) ~~The teacher demonstrates an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.~~

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

~~Knowledge~~

- 5(a) ~~The teacher understands the academic language and conventions of computer science and how to make them accessible to students.~~

Performance

- 5(b) — The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media.

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

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

Knowledge

- 7(a) — The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.

Performance

- 7(b) — The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning.
- 7(c) — The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science.
- 7(d) — The teacher develops student understanding of the use of computer science to solve interdisciplinary problems.

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

Knowledge

- 8(a) — The teacher understands the value of designing and implementing multiple instructional strategies in the teaching of computer science.

Performance

- 8(b) — The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments.
- 8(c) — The teacher identifies problematic concepts in computer science and constructs appropriate strategies to address them.

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

Performance

~~9(a) — The teacher demonstrates knowledge of evolving social and research issues relating to computer science and computer science education.~~

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

DRAFT

~~IDAHO STANDARDS FOR ELEMENTARY EDUCATION TEACHERS~~

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

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

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

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

Knowledge

- 1(a) The teacher understands how young children’s and early adolescents’ literacy and language development influence learning and instructional decisions across content areas.
- 1(b) The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning and their role in learning.
- 1(c) The teacher recognizes the role of inquiry and exploration in learning and development.

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

Knowledge

- 2(a) The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive for the student.
- 2(b) The teacher understands culturally responsive pedagogy and the necessity of utilizing it to create the most inclusive learning environment.

Performance

- ~~2(c) The teacher appropriately and effectively collaborates with grade-level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.~~
- ~~2(d) The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive for the student.~~
- ~~2(e) The teacher actively engages the school environment, families, and community partners to enact culturally responsive pedagogy.~~

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

Knowledge

- ~~3(a) The teacher understands the importance of teaching and re-teaching developmentally appropriate classroom expectations and procedures.~~

Performance

- ~~3(b) The teacher consistently and effectively models, teaches, and re-teaches developmentally appropriate classroom expectations and procedures.~~
- ~~3(c) The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate student behavior.~~
- ~~3(d) The teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.~~

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

Knowledge

- ~~4(a) The teacher understands concepts of language arts/literacy and child development in order to teach reading, writing, speaking/listening, language, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.~~
- ~~4(b) The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.~~
- ~~4(c) The teacher understands the fundamental concepts and the need to integrate STEM (Sciences, Technology, Engineering, and Mathematics).~~
- ~~4(d) The teacher understands and articulates the knowledge and practices of contemporary science and interrelates and interprets important concepts, ideas, and applications.~~

- 4(e) — The teacher understands concepts of mathematics and child development in order to teach number sense and operations, measurement and data analysis, fractions, algebraic reasoning, and proportional reasoning, to help students successfully apply their developing skills through engaging them in the use of the mathematical practices from the Idaho mathematics standards, within many contexts.
- 4(f) — The teacher understands the structure of mathematics and the connections and relationships within learning progressions.
- 4(g) — The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.
- 4(h) — The teacher understands the relevance and application of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.
- 4(i) — The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.
- 4(j) — The teacher understands human movement and physical activity as central elements in learning and cognitive development.

Performance

- 4(k) — The teacher models appropriate and accurate use of written and spoken language.
- 4(l) — The teacher utilizes the structure of mathematics and the connections and relationships within the learning progressions in his/her instructional practice to increase student conceptual understanding in conjunction with diagnostic tools and assessment data to improve students' mathematical ability.
- 4(m) — The teacher utilizes knowledge of how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.

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

Knowledge

- 5(a) — The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.

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

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum,

~~cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.~~

Performance

~~7(a) The teacher designs instruction that provides opportunities for students to learn through inquiry and exploration.~~

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

Performance

~~8(a) The teacher engages all learners in developing higher order thinking skills.~~

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

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

Knowledge

~~10(a) The teacher understands the significance of engaging in collaborative data driven decision-making.~~

IDAHO STANDARDS FOR ENGINEERING TEACHERS

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

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

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

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

Knowledge

- 1(a) The teacher understands how to design developmentally appropriate engineering activities and assignments.

Performance

- 1(b) The teacher designs and implements developmentally appropriate engineering activities and assignments.

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

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

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

Knowledge

- 4(a) The teacher understands the principles and concepts of engineering design.

- ~~4(b) The teacher understands the role of mathematics in engineering design and analysis.~~
- ~~4(c) The teacher understands the role of natural and physical sciences in engineering design and analysis.~~
- ~~4(d) The teacher understands the ethical issues and practices of the engineering profession.~~
- ~~4(e) The teacher understands the importance of team dynamics and project management in engineering projects.~~
- ~~4(f) The teacher understands how to embed Technology Student Association (TSA) activities through intra-curricular approaches in the engineering program of study.~~
- ~~4(g) The teacher understands the differences in engineering career pathways and opportunities.~~

Performance

- ~~4(h) The teacher applies the principles and concepts of engineering design in the solution of an engineering design problem.~~
- ~~4(i) The teacher can demonstrate the effects engineering has on the society, the environment and the global community.~~
- ~~4(j) The teacher is able to work in a learning community/project team.~~
- ~~4(k) The teacher facilitates students working in teams to solve engineering design problems.~~
- ~~4(l) The teacher facilitates student understanding of engineering career pathways and opportunities.~~

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

Knowledge

- ~~5(a) The teacher knows the symbols, terminology, and notations specific to engineering.~~
- ~~5(b) The teacher recognizes the importance of oral and written communication in the engineering discipline.~~

Performance

- ~~5(c) The teacher supports and expands student skills in speaking, writing, reading, listening, and in using other mediums, consistent with engineering practices.~~
- ~~5(d) The teacher uses the symbols, terminology, and notations specific to engineering.~~

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

Knowledge

- ~~6(a) The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students to measure engineering learning outcomes.~~

Performance

- ~~6(b) The teacher uses multiple assessment strategies to measure students' ability to apply an engineering design process to address an engineering design problem.~~
- ~~6(c) The teacher appropriately uses assessment strategies to measure students' ability to use notation, terminology, and symbols in oral and written communication.~~

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

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

Knowledge

- ~~8(a) The teacher understands how to incorporate design into instructional practice strategies.~~

Performance

- ~~8(b) The teacher uses a variety of instructional tools and resources for teaching engineering design.~~
- ~~8(c) The teacher develops learning activities that integrate content from science, technology, engineering, arts, and mathematic disciplines.~~

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

Knowledge

- ~~9(a) The teacher is knowledgeable about the different career opportunities for engineering.~~
- ~~9(b) The teacher is familiar with professional engineering organizations and resources available through them.~~

Performance

9(c) ~~The teacher stays abreast of professional engineering literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.~~

9(d) ~~The teacher engages in professional discourse about subject matter knowledge and pedagogy.~~

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

Knowledge

10(a) ~~The teacher is aware of community issues and needs for design opportunities.~~

Performance

10(b) ~~The teacher is able to adapt lessons to address community needs using the engineering design process.~~

GLOSSARY OF TERMS

~~**Engineering**—The profession in which knowledge of the mathematical and natural sciences gained by study, experience, and practice is applied with judgment to develop ways to utilize economically the materials and forces of nature for the benefit of mankind—Preparation would be a bachelor's degree~~

~~**Engineering Design Process**—A systematic problem solving strategy, with criteria and constraints, used to develop many possible solutions to solve or satisfy human needs or wants and to narrow down the possible solutions to one final choice.~~

~~**Engineering Technology**—The part of the technological field that requires the application of scientific and engineering knowledge and methods combined with technical skills in support of engineering activities; it lies in the occupational spectrum between the craftsman and the engineer at the end of the spectrum closest to the engineer—Preparation would be an associate's degree or bachelor's degree in engineering technology~~

~~**Technology**—Technology comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves.~~

~~IDAHO STANDARDS FOR ENGLISH LANGUAGE ARTS TEACHERS~~

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

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

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

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

~~Knowledge~~

- ~~1(a) The teacher understands developmental levels in reading, writing, listening, viewing, and speaking.~~
- ~~1(b) The teacher understands how adolescents read, write, and make meaning of a wide range of texts, genres, and formats (e.g., literature, poetry, informational text, digital media, social media, multimodal).~~

~~Performance~~

- ~~1(c) The teacher creates developmentally appropriate learning experiences that take into account stages and diverse ways of learning in reading, writing, listening, viewing, and speaking.~~

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

~~Performance~~

- ~~2(a) The teacher designs and/or implements instruction that incorporates students’ linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.~~

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

Knowledge

- ~~3(a) The teacher understands how to use students' individual differences, data for literacy learning, identities, and funds of knowledge to create inclusive learning environments that help students participate actively in their own learning in English language arts (e.g., workshops, project based learning, guided writing, Socratic seminars, literature circles).~~

Performance

- ~~3(b) The teacher collaborates with colleagues to create literacy rich interdisciplinary learning environments to help students participate actively in their own learning in English language arts.~~

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

Knowledge

- ~~4(a) The teacher is knowledgeable about texts (print and non-print, digital, classic, contemporary, and young adult) that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes.~~
- ~~4(b) The teacher understands principles of language acquisition, dialect, and grammar systems (e.g., descriptive and prescriptive)~~
- ~~4(c) The teacher understands the evolution and impact of language on society.~~
- ~~4(d) The teacher understands the various writing processes in composing a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose.~~
- ~~4(e) The teacher understands the use of contemporary technologies and/or digital media to compose multimodal discourse.~~
- ~~4(f) The teacher understands how to use strategies for acquiring and applying vocabulary knowledge.~~

Performance

- ~~4(g) The teacher uses literary theories to interpret and critique a range of texts.~~
- ~~4(h) The teacher demonstrates command of the conventions of standard English (e.g., grammar, usage, and mechanics).~~

- ~~4(i) The teacher models various writing processes in composing a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose.~~
- ~~4(j) The teacher models the use of contemporary technologies and/or digital media to compose multimodal discourse.~~
- ~~4(k) The teacher designs instruction using strategies for acquiring academic and content-specific vocabulary.~~
- ~~4(l) The teacher models how to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source (e.g., bias, rhetoric, documentation practices), and quote or paraphrase the data and conclusions, while avoiding plagiarism and following standard format for citation.~~

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

Knowledge

- ~~5(a) The teacher understands research-based strategies that lend to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.~~

Performance

- ~~5(b) The teacher designs and/or implements instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.~~
- ~~5(c) The teacher designs and/or implements English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.~~
- ~~5(d) The teacher designs and/or implements instruction related to a breadth and depth of texts, purposes, and complexities that connects concepts so students can become independent, critical, and strategic readers, writers, speakers, and listeners.~~
- ~~5(e) The teacher designs and/or implements instruction related to speaking and listening that leads to students becoming critical and active participants in conversations and collaborations.~~

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

Performance

- ~~6(a) The teacher uses data to differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments).~~

- ~~6(b) The teacher designs or knowledgeably selects appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.~~
- ~~6(c) The teacher designs or knowledgeably selects a range of assessments for students that promote development as writers, are appropriate to the writing task, and are consistent with current research and theory.~~
- ~~6(d) The teacher responds to students' writing throughout the writing processes in ways that engage ideas and encourage their growth as writers over time.~~
- ~~6(e) The teacher communicates with students about their performance in ways that actively involve students in their own learning.~~

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

Performance

- ~~7(a) The teacher plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.~~
- ~~7(b) The teacher plans standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading, and that utilize individual and collaborative approaches and a variety of reading strategies.~~
- ~~7(c) The teacher uses knowledge of theory, research, and practice to plan standards-based, coherent, and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.~~
- ~~7(d) The teacher uses a range of different texts across genres, periods, forms, authors, cultures, and various forms of media and instructional strategies that are motivating and accessible to all students.~~

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

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

Performance

~~9(a) The teacher models literate and ethical practices in English language arts teaching, engages in a variety of experiences related to English language arts, and reflects on their own professional practices.~~

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

DRAFT

IDAHO STANDARDS FOR ~~SPECIAL EDUCATION~~ EXCEPTIONAL CHILD GENERALIST EDUCATION TEACHERS ~~TEACHERS~~

These standards apply in addition to Idaho Core Teaching Standards.

Standard 1: Special Education Law. The teacher candidate develops individualized education plans, transition plans, and behavior plans in accordance with applicable laws, rules, regulations, and procedural safeguards.

Standard 2: Specially Designed Instruction. The teacher candidate selects, adapts, modifies, and uses a repertoire of evidence-based instructional strategies, including universal design for learning to advance learning, self-advocacy, and independence of individuals with exceptionalities.

Standard 3: Assistive Technology. The teacher candidate designs strategies to facilitate optimal access to low- and high technology tools and assistive technologies across learning environments to support the communication and learning of individuals with exceptionalities.

Standard 4: Eligibility Assessment. The teacher candidate administers, interprets, and explains technically sound eligibility assessments to guide educational decisions for individuals with exceptionalities.

Standard 5: Support Staff. The teacher candidate demonstrates knowledge in the guidance and direction to paraeducators and other student support staff.

IDAHO STANDARDS FOR EXCEPTIONAL CHILD GENERALISTS

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

In addition to the standards listed here, exceptional child teachers must meet Idaho Core Teacher Standards and the Idaho Generalist Standards and may meet one of the following, if applicable: (1) Idaho Standards for Teachers of the Blind and Visually Impaired or (2) Idaho Standards for Teachers of the Deaf/Hard of Hearing.

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

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

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

Knowledge

- 1(a) The teacher understands how language, culture, health, and family background influence the learning of individuals with exceptionalities.
- 1(b) The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
- 1(c) The teacher understands how exceptionalities can interact with development and learning.

Performance

- 1(d) The teacher adapts developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.
- 1(e) The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual’s

~~academic and social abilities, attitudes, values, interests, and career and post-secondary options.~~

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

Knowledge

- ~~2(a) The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.~~
- ~~2(b) The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g., positive behavioral supports, functional behavioral assessment and behavior plans).~~
- ~~2(c) The teacher understands the educational implications of characteristics of various exceptionalities.~~
- ~~2(d) The teacher understands the effect of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.~~

Performance

- ~~2(e) The teacher adapts learning environments for individual needs and regards an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's exceptionality. The teacher modifies learning environments, and provides for the maintenance and generalization of acquired skills across environments and subjects.~~
- ~~2(f) The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.~~

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

- ~~3(a) The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.~~
- ~~3(b) The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.~~

Performance

- 3(a) — The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.
- 3(b) — The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.

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

Knowledge

- 4(a) — The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
- 4(b) — The teacher knows how to accommodate and/or modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Performance

- 4(c) — The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.
- 4(d) — The teacher uses a variety of specialized curricula (e.g., academic, social, emotional, and life skills curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.

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

Knowledge

- 5(a) — The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Performance

- 5(a) — The teacher identifies and prioritizes areas of the general education curriculum and accommodations and/or modifications for individuals with exceptionalities.
- 5(b) — The teacher integrates social-emotional, behavioral, and life skills with academic curricula.

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

Knowledge

- ~~6(a) The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.~~
- ~~6(b) In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.~~
- ~~6(c) The teacher understands assessment information to identify supports, and/or modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.~~
- ~~6(d) The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments).~~
- ~~6(e) The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.~~

Performance

- ~~6(f) The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.~~
- ~~6(g) The teacher gathers background information regarding academic, medical, and social history.~~
- ~~6(h) The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.~~
- ~~6(i) The teacher integrates the results of assessments to determine eligibility and to develop a variety of individualized plans, including family service plans, transition plans, and behavior intervention plans.~~
- ~~6(j) The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.~~

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

Knowledge

- ~~7(a) — The teacher knows how to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.~~
- ~~7(b) — The teacher understands technologies used to support instructional assessment, planning, delivery, and the evaluation of instruction for individuals with exceptionalities.~~
- ~~7(c) — The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.~~
- ~~7(d) — The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.~~
- ~~7(e) — The teacher knows how to enhance student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.~~

Performance

- ~~7(f) The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.~~
- ~~7(g) — The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.~~

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

Knowledge

- ~~8(a) — The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.~~
- ~~8(b) — The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.~~
- ~~8(c) — The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.~~

Performance

- ~~8(d) — The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.~~

~~8(e) — The teacher develops explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.~~

~~8(f) The teacher aligns communication methods to an individual's language proficiency and cultural and linguistic differences.~~

~~8(g) — The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.~~

~~8(h) — The teacher provides guidance and direction to paraeducators, tutors, and volunteers.~~

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

Knowledge

~~9(a) — The teacher understands how foundational knowledge and current issues influence professional practice.~~

~~9(b) — The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.~~

~~9(c) — The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.~~

~~9(d) — The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.~~

~~9(e) — The teacher understands Ethical Principles and Professional Practice Standards for Special Educators to guide their practice.~~

Performance

~~9(f) The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.~~

~~9(g) — The teacher models high expectations and ethical practice, and creates supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.~~

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

Knowledge

- 10(a) ~~— The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.~~
- 10(b) ~~— The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.~~
- 10(c) ~~— The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.~~

Performance

- 10(d) ~~— The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.~~
- 10(e) ~~— The teacher collaborates with related service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.~~
- 10(f) ~~— The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.~~
- 10(g) ~~— The teacher maintains confidential communication about individuals with exceptionalities.~~

IDAHO STANDARDS FOR TEACHERS OF THE BLIND AND VISUALLY IMPAIRED

These standards apply in addition to Idaho Core Teaching Standards.

Standard 1: Special Education Law. The teacher candidate develops individualized education plans, transition plans, and behavior plans in accordance with applicable laws, rules, regulations, and procedural safeguards.

Standard 2: Support Staff. The teacher candidate demonstrates knowledge in the guidance and direction of paraeducators and other student support staff.

Standard 3: Expanded Core Curriculum. The teacher candidate understands and is able to affect appropriate instruction regarding the Expanded Core Curriculum (compensatory, orientation and mobility, social interaction, independent living, recreation and leisure, career education, use of assistive technology, sensory efficiency, and self-determination) and how it relates to the student's academic and daily routines.

Standard 4: Learning Media/Functional Vision Assessments. The teacher candidate conducts Learning Media and Functional Vision Assessments, including Expanded Core Curriculum components, specifically assistive technology and communication skills (e.g., auditory, tactile, and visual), and is able to effectively explain to parents and other stakeholders how to implement appropriate instructional strategies and accommodations.

Standard 5: Assistive Technology for Blind/Visually Impaired. The teacher candidate designs appropriate strategies to facilitate optimal access to low- and high-technology tools and assistive technologies across the learning environments to support the communication and learning of students with visual impairment/blindness and co-occurring impairments.

Standard 6: Braille Skills. The teacher candidate demonstrates reading and writing skills in Unified English Braille (UEB), UEB Math, and Nemeth, with knowledge in music and computer Braille codes, and is able to affect appropriate Braille instruction in a variety of settings.

Standard 7: Educational Access. The teacher candidate collaborates with stakeholders to make and adapt materials that are appropriate to the specific needs of students and able to identify where to obtain federal, state, and local resources.

Standard 8: Implication of Impairment. The teacher candidate understands a variety of eye conditions and co-occurring impairments, as well as their educational implications, and is able to effectively use the information when completing assessments and collaborating with stakeholders to implement goals, classroom accommodations, and educational programming, including Assistive Technology and Compensatory Skills.

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

In addition to the standards listed here, teachers of the blind and visually impaired must meet Idaho Core Teacher Standards.

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

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

The teacher of students with visual impairments is well versed in the foundations for education of the blind and visually impaired, the physiology and functions of the visual system, and the effect of vision impairment has on the instructional program. Further, the teacher collaboratively designs instructional strategies based on the results of specialized assessments.

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

Knowledge

- 1(a) The teacher understands the need for students to demonstrate skills within the Expanded Core Curriculum (compensatory or functional academic skills, academic skills, including communication modes; orientation and mobility; social interaction skills; independent living skills; recreation and leisure skills; career education; use of assistive technology; sensory efficiency skills; and self-determination).
- 1(b) The teacher knows the effects of a visual impairment on the student’s family or guardians, and the reciprocal impact on the student’s self-esteem.
- 1(c) The teacher understands the diverse implications of various eye diseases including the effect of medication and treatments.
- 1(d) The teacher understands typical and atypical development as it applies to students with visual impairments, including those with additional disabilities.

Performance

- ~~1(e) — The teacher provides students with a means to independently access materials readily available to the sighted world.~~
- ~~1(f) — The teacher prepares students who have visual impairments, including those with additional disabilities, to respond to societal attitudes and actions with appropriate behavior and self-advocacy.~~
- ~~1(g) — The teacher designs instructional experiences depending on individual student and familial stages of acceptance of the visual impairment.~~
- ~~1(h) — The teacher communicates information from the optometrist/ophthalmologist report to school personnel to confirm the educational implications of the eye condition and to ensure the student's visual strengths are used.~~

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

Knowledge

- ~~2(a) — The teacher knows the impact of visual disorders on learning, experience, and concept development in PreK-12 grades.~~
- ~~2(b) — The teacher is aware of a variety of assistive technology options needed for auditory, tactual, and modified visual communication skills (e.g., screen readers, magnification options, tactile graphics).~~
- ~~2(c) — The teacher understands the terminology related to diseases and disorders of the human visual system and their impact on language, communication, cognitive, spatial concept, and psychosocial development.~~
- ~~2(d) — The teacher knows how to critique and evaluate the strengths and limitations of various types of assistive technologies.~~
- ~~2(e) — The teacher knows a variety of input and output enhancements to computer technologies that address the specific access needs of students with visual impairments, including those with additional disabilities, in a variety of environments.~~
- ~~2(f) — The teacher knows techniques for modifying instructional methods and materials for students with visual impairments, including those with additional disabilities, and for assisting classroom teachers in implementing these modifications.~~

Performance

- ~~2(g) — The teacher teaches, writes, and reads Unified English Braille (UEB) and Nemeth (math and science), as well as music and computer braille codes.~~
- ~~2(h) — The teacher secures specialized materials and equipment and provides training, as needed.~~

~~2(i) The teacher integrates knowledge of the visual impairment when identifying and infusing low vision devices and strategies into the curriculum, learning environments, and instructional techniques.~~

~~2(j) The teacher integrates ophthalmology, optometry, low vision, and functional vision evaluation/learning media assessments information to comprehensively design strategies as part of an IEP or 504.~~

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

Knowledge

~~3(a) The teacher knows and understands factors in the learning environment (e.g., physical layout, organization, teacher behavior and expectations) that affect the learning behavior of students with visual impairments.~~

~~3(b) The teacher knows and understands strategies for creating a positive, productive learning environment that fosters student achievement and self-determination.~~

~~3(c) The teacher knows and understands instructional planning and management issues (e.g., time management, caseload management, collaborative planning) related to various models and systems of service delivery (such as itinerant, residential, and other programs P-12).~~

Performance

~~3(d) The teacher develops management strategies for meeting students' needs effectively and efficiently in the context of various service delivery models and systems.~~

~~3(e) The teacher organizes learning environments to facilitate students' acquisition of concepts and skills in, both, the general education and Expanded Core Curriculum.~~

~~3(f) The teacher applies organizational strategies that maximize students' ability to benefit from learning activities (e.g., strategies that help them orient themselves, move comfortably in the environment, interact positively with peers).~~

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

Knowledge

~~4(a) The teacher knows the historical foundations for the education of children with visual impairments, including a continuum of service options.~~

~~4(b) The teacher knows about consumer and professional organizations, journals, networks, and services relevant to the field of visual impairment, including deafblindness.~~

~~4(c) The teacher knows and understands federal laws and regulations related to the educational rights of all students with disabilities (e.g., The Americans with Disabilities~~

~~Act, The Individuals with Disabilities Education Act, Section 504) and those that specifically address students who are blind or visually impaired (e.g., federal entitlements for the provision of specialized equipment and materials, such as the American Printing House for the Blind Quota Funds).~~

- ~~4(d) The teacher possesses an in-depth knowledge of the variances in the medical, federal, and state definitions of visual impairment, identification criteria, labeling issues, incidence and prevalence figures, and how each component interacts with eligibility determinations for service.~~
- ~~4(e) The teacher knows specialized policies and resources regarding referral and placement procedures for students with visual impairments.~~
- ~~4(f) The teacher knows the effects of medications on the visual system.~~

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

Knowledge

- ~~5(a) The teacher knows and understands factors that promote or hinder effective communication and collaboration with students, parents/guardians, paraprofessionals, teachers, administrators, and other school and community personnel.~~
- ~~5(b) The teacher knows and understands the collaborative roles of students, parents/guardians, classroom teachers, and other school and community personnel in planning and implementing students' IEPs, 504s and IFSPs.~~
- ~~5(c) The teacher knows and understands the roles of related service personnel (e.g., certified orientation & mobility specialists, physical therapists, school nurses, counselors, rehabilitation staff), and paraprofessionals (e.g., transcribers) in the education of students with visual impairments, including those with additional disabilities.~~

Performance

- ~~5(d) The teacher applies skills for communicating and collaborating effectively with teachers, paraprofessionals, and other school and community personnel to enhance learning opportunities for students with visual impairments, and ensures that students receive the services they need.~~
- ~~5(e) The teacher uses effective strategies for helping classroom teachers understand the effects of visual impairments on learning, for ensuring that teachers receive necessary support (e.g., training and the use of equipment, braille materials for lessons, interlined transcriptions of students' written work in braille), and for ensuring that students have full access to needed adaptations and resources.~~
- ~~5(f) The teacher works collaboratively with professionals, family members and other personnel to help provide child centered intervention for infants, toddlers,~~

~~preschoolers and school-age students with visual impairments, including those with additional disabilities.~~

- ~~5(g) The teacher serves as a resource for parents/guardians and others in the school and community in regard to students with visual impairments and how to promote their learning and address their needs.~~

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

Knowledge

- ~~6(a) The teacher knows the procedures used for screening, pre-referral, referral, and classifications of students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment.~~
- ~~6(b) The teacher possesses an in-depth knowledge of procedures for adapting and administering assessments for the intervention, referral, and identification of students with a visual impairment, including those with additional disabilities.~~

Performance

- ~~6(c) The teacher conducts alternative as well as functional evaluations of visual, literacy, basic orientation and mobility, and educational performance from P-12.~~
- ~~6(d) The teacher uses information obtained through functional, alternative, and standardized assessments to plan, deliver, and modify instructional and environmental factors, including IEP or 504 development.~~

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

Knowledge

- ~~7(a) The teacher knows and understands factors in the learning environment (e.g., physical layout, organization, teacher behaviors and expectations) that affect the learning and behavior of all ages of students with visual impairments.~~
- ~~7(b) The teacher knows and understands resources available for individuals with visual impairments, including deafblindness and those with additional disabilities (e.g., materials, textbooks, agencies).~~
- ~~7(c) The teacher knows and understands techniques for creating and adapting instructional materials (e.g., brailled, enlarged, outlined, highlighted) for students with visual impairments.~~

Performance

- ~~7(d) The teacher organizes learning environments to facilitate students' acquisition of concepts and skills in, both, the general education and Expanded Core Curriculum.~~

~~7(e) The teacher uses visual, tactile, auditory and other adaptations to design multisensory learning environments that promote students' full participation and independent learning in a variety of group and individual contexts.~~

~~7(f) The teacher works collaboratively with the educational team to implement adaptations designed to compensate for visual impairments, including those with additional disabilities.~~

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

Knowledge

~~8(a) The teacher possesses in-depth knowledge of methods, materials, and assistive technology for providing for the development of cognitive, auditory, tactual, and communication skills for the blind and visually impaired, including those with additional disabilities.~~

~~8(b) The teacher knows how to assist the student in related Expanded Core Curriculum skills in order to provide access to the content areas.~~

~~8(c) The teacher knows how to assist the student in developing alternative organizational and study skills.~~

~~8(d) The teacher knows methods for providing adapted physical and recreation skills for students who have visual impairments, including those with additional disabilities.~~

~~8(e) The teacher knows strategies and resources for developing transition plans that support the student's ability to function as independently as possible in the community.~~

Performance

~~8(f) The teacher designs, sequences, implements, and evaluates modifications for daily living skills, to increase independence.~~

~~8(g) The teacher implements integrated learning experiences that are multi-sensory and encourage active participation, self-advocacy, and independence.~~

~~8(h) The teacher integrates knowledge of the visual impairment, including additional disabilities, with child development when designing and implementing cognitive, communication, and social skills instruction.~~

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

Knowledge

~~9(a) The teacher knows and understands ethical responsibilities of teachers of students with visual impairments (e.g., advocating for students and their families, seeking~~

~~improvements in the quality of students' educational services, pursuing ongoing professional development).~~

~~9(b) The teacher knows and understands the functions of agencies, consumer organizations and initiatives that promote nation wide standards of excellence for the provision of services to students with visual impairments, including those with additional disabilities.~~

~~9(c) The teacher knows and understands the functions of professional organizations, publications and activities relevant to ongoing practice and professional development in the field of visual impairment.~~

Performance

~~9(d) The teacher applies knowledge of research based practices and current trends and issues in the field of visual impairment to provide students with educational programming, materials, and services they need to achieve to their full potential.~~

~~9(e) The teacher applies knowledge of legal requirements and documentation related to issues such as referral, evaluation, eligibility criteria, due process, confidentiality and least restrictive environment.~~

~~9(f) The teacher applies knowledge of state requirements and professional guidelines regarding the provision of services to students with visual impairments (e.g., caseloads, funding, array of service options).~~

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

Knowledge

~~10(a) The teacher knows strategies for assisting family, guardians, professionals, and other members of the community in planning appropriate transitions for students who have visual impairments, including those with additional disabilities.~~

~~10(b) The teacher knows the roles of paraprofessionals (e.g., sighted readers, transcribers, aides) who work directly with students who have visual impairments, including those with additional disabilities.~~

~~10(c) The teacher knows that the attitudes, expectations, and behaviors of professionals and peers will affect the behaviors of students with visual impairments, including those with additional disabilities.~~

~~10(d) The teacher knows and understands The Family Education Rights and Privacy Act (FERPA).~~

Performance

~~10(e) The teacher collaborates with parents, guardians, and other members of the community integral to the student's learning and development.~~

~~10(f) The teacher guides and supports the paraprofessionals who work directly with students who have visual impairments, including those with additional disabilities.~~

~~10(g) The teacher complies with FERPA.~~

~~**Standard 11: The teacher knows how to read and produce contracted and uncontracted Unified English Braille (UEB) and Nemeth Codes.**~~

Knowledge

~~11(a) The teacher understands skills and rules for reading and producing UEB and Nemeth Codes, including formatting.~~

Performance

~~11(b) The teacher applies skills for reading and producing UEB (uncontracted and contracted) and Nemeth Codes with a braille writer, slate and stylus, and electronic production.~~

~~11(c) The teacher applies the rules of the UEB and Nemeth Codes when producing and adapting student work.~~

~~11(d) The teacher uses resources to obtain braille materials such as American Printing House materials, parent resources, and braille production centers.~~

IDAHO STANDARDS FOR TEACHERS OF ~~STUDENTS WHO ARE~~ THE DEAF/HARD OF HEARING

These standards apply in addition to Idaho Core Teaching Standards.

Standard 1: Special Education Law. The teacher candidate develops individualized education plans, transition plans, and behavior plans in accordance with applicable laws, rules, regulations, and procedural safeguards.

Standard 2: Individualized Planning for Instruction. The teacher candidate selects, adapts, modifies, and uses a repertoire of evidence-based strategies, including universal design for learning, to advance learning, self-advocacy, and independence of individuals with exceptionalities.

Standard 3: Assistive Technology. The teacher candidate designs strategies to facilitate optimal access to low- and high technology tools and assistive technologies across learning environments to support the communication and learning of individuals with exceptionalities.

Standard 4: Eligibility Assessment. The teacher candidate administers, interprets, and explains technically sound eligibility assessments to guide educational decisions for individuals with exceptionalities.

Standard 5: Support Staff. The teacher candidate demonstrates knowledge in the guidance and direction of paraeducators and other student support staff.

Standard 6: Literacy. The teacher candidate demonstrates the ability to teach all literacy components using current evidence-based practices to a student with hearing loss.

Standard 7: Language. The teacher candidate demonstrates the ability to assess and design data-driven language development goals for a student with hearing loss across the continuum of communication modalities.

Standard 8: Culture. The teacher candidate demonstrates how to integrate culturally relevant and sustaining perspectives, philosophies, and models based on the intersectionalities of the culture and education for the education of students who are deaf/hard of hearing and their families.

~~In addition to the standards listed here, teachers of the deaf and hard of hearing must meet Idaho Core Teacher Standards. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

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

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

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

~~Knowledge~~

- ~~1(a) The teacher understands how etiology, age of onset, age of identification, age at provision of services, and hearing status influence a student's language development and learning.~~
- ~~1(b) The teacher understands that being deaf/hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.~~
- ~~1(c) The teacher understands how learning and language development occur and the impact of instructional choices on deaf/hard of hearing students so they achieve age appropriate levels of literacy, academics, and social emotional development.~~

~~Performance~~

- ~~1(d) The teacher identifies levels of language and literacy development and designs lessons and opportunities that are appropriate.~~
- ~~1(e) The teacher identifies levels of language and general academics and designs lessons and opportunities that are appropriate.~~
- ~~1(f) The teacher identifies levels of social/emotional development and designs lessons and opportunities that are appropriate.~~

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

Knowledge

- ~~2(a) The teacher understands how hearing status and limitations of access to language may influence student development in the following areas: sensory, cognitive, communication, physical, behavioral, cultural, social, and emotional.~~
- ~~2(b) The teacher knows the characteristics and impacts of hearing status, and the subsequent need for alternative modes of communication and/or instructional strategies.~~
- ~~2(c) The teacher understands the need for written and/or spoken English language learning for students whose native language is American Sign Language (ASL).~~
- ~~2(d) The teacher understands the need for differentiated instruction for language learning for emergent language users.~~
- ~~2(e) The teacher knows that all of the following are critical influencing factors which need to be considered when setting up programs and services for deaf/hard of hearing students: communication needs; the student and family's preferred mode of communication; linguistic needs; hearing status and potential for improving auditory access; assistive technology; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication.~~
- ~~2(f) The teacher knows a variety of evidence-based strategies and resources for parent education related to early intervention (birth to age 5).~~

Performance

- ~~2(g) The teacher uses information concerning hearing status (i.e., sensory, cognitive, communication, linguistic needs); potential for using auditory access; academic level; social, emotional, and cultural needs in planning and implementing differentiated instruction and peer interactions and communication.~~
- ~~2(h) The teacher provides appropriate instruction to students on the effective use of assistive technology and/or interpreting services to support effective access to instructional concepts.~~

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

Knowledge

- ~~3(a) The teacher understands the unique social and emotional needs of students who are deaf/ hard of hearing and knows strategies to facilitate the development of healthy self-esteem and identity.~~
- ~~3(b) The teacher understands that Deaf cultural factors, communication, and family influences impact students' ability to interact with peers and staff across educational environments, including non-academic educational spaces (e.g. playground, lunchroom, hallways, busses).~~

- ~~3(c) The teacher understands how the appropriate roles of the teacher, interpreter, and student foster positive social interaction, active engagement in learning, and self-motivation.~~
- ~~3(d) The teacher understands how to prepare students for the appropriate use of interpreters and support personnel.~~
- ~~3(e) The teacher understands how to manage assistive technology and communication modalities and the impact on the learning environment.~~
- ~~3(f) The teacher understands the influence of family communication and culture on all developmental demands.~~

Performance

- ~~3(g) The teacher designs a classroom environment to maximize opportunities for students' visual and/or auditory access to support positive social interaction and active engagement in collaborative learning.~~
- ~~3(h) The teacher creates a learning environment that encourages self-advocacy and the development of a positive self-identity.~~
- ~~3(i) The teacher provides access to incidental language experiences.~~

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

Knowledge

- ~~4(a) The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.~~

Performance

- ~~4(b) The teacher uses the tools, models, and strategies applicable to the instructional content area(s) that are appropriate to the needs of students who are deaf/hard of hearing.~~
- ~~4(c) The teacher plans and implements transitions across service continuums.~~

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

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

Knowledge

- ~~6(a) The teacher understands appropriate functional and standardized assessments for students who are deaf/hard of hearing.~~
- ~~6(b) The teacher knows the appropriate assessment accommodations for students.~~
- ~~6(c) The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students who are deaf/hard of hearing.~~
- ~~6(d) The teacher understands the limitations of assessment tools specific to individual student characteristics.~~

Performance

- ~~6(e) The teacher uses appropriate formal and informal assessment tools that use the natural, native, or preferred language of the student who is deaf/hard of hearing.~~
- ~~6(f) The teacher designs and uses appropriate formative assessment tools.~~
- ~~6(g) The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf/hard of hearing as part of academic assessment.~~
- ~~6(h) The teacher uses data from assessments to inform instructional decision making relative to academic achievement and functional performance.~~

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

Knowledge

- ~~7(a) The teacher knows how to align unit plans to create meaningful instructional experiences to meet rigorous learning goals.~~

Performance

- ~~7(b) The teacher, as an individual and a member of a team, selects and creates learning experiences that are: aligned to State curriculum standards, relevant to students, address and align to students' IEP goals, based on principles of effective instruction and performance modes.~~
- ~~7(c) The teacher develops a unit plan to create meaningful instructional experiences to meet rigorous learning goals in compliance with the learner's education plan.~~
- ~~7(d) The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf/hard of hearing (e.g. total communication, cued speech, ASL, LSL, hearing aids, cochlear implants, augmentative and assistive technology, FM systems, and closed captioning).~~

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

Knowledge

- ~~8(a) — The teacher knows how to enhance instruction through the use of technology, visual materials and experiential activities to increase outcomes for students who are deaf/hard of hearing.~~
- ~~8(b) — The teacher knows how to choose and apply instructional strategies that engages students in critical thinking, problem solving, and performance skills.~~

Performance

- ~~8(c) — The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional objectives and the unique needs of students who are deaf/hard of hearing.~~
- ~~8(d) — The teacher maintains a learning environment that facilitates the effective use of the educational interpreter, note taker, and other support personnel.~~
- ~~8(e) — The teacher implements accommodation(s) and uses assistive technology to support students who are deaf/hard of hearing to maximize their understanding of content.~~
- ~~8(f) — The teacher implements strategies for stimulating and using residual hearing.~~
- ~~8(g) — The teacher facilitates independent communication in all contexts.~~
- ~~8(h) — The teacher provides inclusion experiences.~~
- ~~8(i) — The teacher applies first and second language teaching strategies to the instruction of the individual.~~

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

Knowledge

- ~~9(a) — The teacher knows The Code of Ethics for Idaho Professional Educators.~~
- ~~9(b) — The teacher knows about laws affecting the deaf/hard of hearing community.~~
- ~~9(c) — The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching for deaf/hard of hearing students.~~
- ~~9(d) — The teacher is aware of their personal bias(es) related to the field of education of deaf/hard of hearing children that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.~~
- ~~9(e) — The teacher knows where to find and how to access professional resources on teaching deaf/hard of hearing students and subject matters, and cultural perspectives.~~

- ~~9(f) The teacher knows about professional organizations within education in general and education of deaf/hard of hearing students and understands the need for professional activity and collaboration beyond the school.~~
- ~~9(g) The teacher understands the dynamics of change and recognizes that the field of education is not static.~~
- ~~9(h) The teacher knows how to use technology to enhance productivity and professionalism.~~
- ~~9(i) The teacher knows federal and state special education laws (IDEA) as well as ADA laws.~~
- ~~9(j) The teacher understands the ethical relationship among the teacher, interpreter, and student.~~

Performance

- ~~9(k) The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.~~
- ~~9(l) The teacher adheres to local, state, and federal laws, including laws affecting deaf/hard of hearing citizens and students.~~
- ~~9(m) The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and current research in the field of education of deaf/hard of hearing students).~~
- ~~9(n) The teacher uses self-reflection as a means of improving instruction.~~
- ~~9(o) The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.~~
- ~~9(p) The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.~~
- ~~9(q) The teacher engages in professional discourse about subject matter knowledge and pedagogy, as well as knowledge and pedagogy related to the education of deaf/hard of hearing students.~~
- ~~9(r) The teacher uses technology to enhance productivity and professionalism.~~
- ~~9(s) The teacher adapts to effectively interact with students using varying communication modalities appropriate to student need.~~
- ~~9(t) The teacher understands the theories, history, and importance of integrating culturally relevant perspectives, philosophies, and models that provide the basis for education of the deaf/hard of hearing.~~
- ~~9(u) The teacher demonstrates an increase of proficiency and commitment to maintaining instructional language competence.~~

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

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

Knowledge

- ~~10(a) The teacher understands the roles and responsibilities of teachers and support personnel in educational practice for deaf/hard of hearing students.~~
- ~~10(b) The teacher knows of available services, organizations, and networks that support individuals who are deaf or hard of hearing.~~
- ~~10(c) The teacher understands the effects of communication on the development of family relationships and knows strategies to facilitate communication within a family that includes a student who is deaf/hard of hearing students.~~
- ~~10(d) The teacher knows the continuum of services provided by individuals and agencies in the ongoing support of students who are deaf/hard of hearing.~~
- ~~10(e) The teacher knows of the memorandum of understanding between the State Department of Education and the Idaho Educational Services for the Deaf and Blind, including the supports provided by the Outreach Program.~~

Performance

- ~~10(f) The teacher facilitates the coordination of support personnel (e.g., interpreters) and agencies to meet the communication needs of students who are deaf/hard of hearing.~~
- ~~10(g) The teacher provides families with support to make informed choices regarding communication modes, philosophies, and educational options.~~

~~IDAHO STANDARDS FOR TEACHERS OF GIFTED AND TALENTED STUDENTS~~

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

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

The Idaho Standards for Teachers of Gifted and Talented Students incorporate the National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC) Teacher Preparation Standards in Gifted and Talented Education (2013).

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

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

Knowledge

- 1(a) ~~The teacher understands the social and emotional issues of individuals with gifts and talents (e.g., perfectionism, underachievement, risk taking, high sensitivity, asynchronous development).~~
- 1(b) ~~The teacher understands the cognitive, linguistic, social, emotional, and physical theories related to individuals with gifts and talents.~~
- 1(c) ~~The teacher understands the moral and ethical challenges faced by individuals with gifts and talents.~~
- 1(d) ~~The teacher understands the need for appropriate social and emotional counseling of individuals with gifts and talents.~~
- 1(e) ~~The teacher understands the common misconceptions, myths and stereotypes about individuals with gifts and talents.~~
- 1(f) ~~The teacher understands the characteristics and needs of twice exceptional students.~~

Performance

- ~~1(g) — The teacher demonstrates knowledge of variations in learning and development between and among individuals with gifts and talents by creating meaningful and challenging learning experiences.~~
- ~~1(h) — The teacher identifies, evaluates, develops, and implements strategies and resources to address the social and emotional needs of individuals with gifts and talents.~~
- ~~1(i) — The teacher engages students in learning opportunities that develop moral and ethical dispositions.~~
- ~~1(j) — The teacher advocates for individuals with gifts and talents and twice exceptionalities by debunking common misconceptions, myths, and stereotypes associated with giftedness.~~

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

Knowledge

- ~~2(a) — The teacher understands how language, culture, economic status, family background, age, gender, learning disabilities, and other disabilities can influence the learning of individuals with gifts and talents.~~

Performance

- ~~2(b) — The teacher identifies and provides appropriate differentiated curriculum that targets individual students' needs with respect to an individual's high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts.~~
- ~~2(c) — The teacher uses understanding of development and individual differences to respond to the needs of individuals with gifts and talents.~~

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

Knowledge

- ~~3(a) — The teacher understands the environmental needs specific to individuals with gifts and talents, especially concerning the development of emotional well-being, positive social interactions, independence, and self-advocacy.~~

Performance

- ~~3(b) — The teacher collaborates with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful learning activities and social interactions.~~

- ~~3(c) — The teacher uses communication as well as motivational and instructional strategies to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop leadership skills.~~

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

Performance

- ~~4(a) — The teacher organizes knowledge, integrates cross-disciplinary skills, and develops meaningful learning progressions within and across grade levels.~~

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

Knowledge

- ~~5(a) — The teacher understands curriculum models used to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.~~
- ~~5(b) — The teacher understands the responsibility of School Districts outlined in Idaho Code 33-2003, as well as the definition of Gifted/Talented Children defined in Idaho Code 33-2001-04 with respect to high performing capabilities in intellectual, creative, specific academic, leadership, and performing or visual arts areas.~~

Performance

- ~~5(c) — The teacher implements specialized curriculum to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.~~
- ~~5(d) — The teacher implements the components of Idaho Codes 33-2001-04 and 33-2003 with respect to individuals with high performing capabilities in intellectual, creative, specific academic, leadership and performing or visual arts areas.~~

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

Knowledge

- ~~6(a) — The teacher understands assessments used in identifying students for gifted education programs and services in intellectual and talent areas according to Idaho Code §33-2001(4).~~

Performance

- ~~6(b) — The teacher engages individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.~~
- ~~6(c) — The teacher collaborates with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision making.~~
- ~~6(d) — The teacher uses knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents.~~
- ~~6(e) — The teacher selects and administer assessments used to identify students for gifted education programs and services.~~
- ~~6(f) — The teacher uses assessment results to develop long and short range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity.~~
- ~~6(g) — The teacher is able to recognize underrepresented populations in gifted education programs and choose assessments and interpret results in ways that minimize bias.~~

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

Knowledge

- ~~7(a) — The teacher understands the rationale, history, philosophies, theories, definitions, and models of gifted and talented education.~~
- ~~7(b) — The teacher understands a variety of instructional strategies as supported by research for gifted and talented individuals used to enhance critical and creative thinking, problem solving, and performance.~~
- ~~7(c) — The teacher understands curriculum design that includes adaptations to content, process, product, and/or learning environments to differentiate instruction to meet the needs of individuals with gifts and talents.~~
- ~~7(d) — The teacher understands how to develop curriculum in the five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.~~

Performance

- ~~7(e) — The teacher uses curriculum design that includes adaptations to content, process, product, and/or learning environments to address the needs of individuals with gifts and talents.~~
- ~~7(f) — The teacher selects and utilizes a variety of curriculum and instructional strategies, as supported by research, to advance the learning of individuals with gifts and talents.~~

- ~~7(g) The teacher collaborates with families and professional colleagues in selecting, adapting, and using research-based strategies to promote challenging learning opportunities.~~

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

Knowledge

- ~~8(a) The teacher understands a variety of differentiated instructional strategies to advance individuals with gifts and talents.~~

Performance

- ~~8(b) The teacher uses and adapt a repertoire of research based curriculum and instructional strategies to advance the learning and affective development of individuals with gifts and talents.~~
- ~~8(c) The teacher engages students in the development, practice, and transfer of meaningful experiences.~~
- ~~8(d) The teacher delivers curriculum in five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.~~

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

Knowledge

- ~~9(h) The teacher understands how foundational knowledge, perspectives, and current issues influence professional practice and the education and treatment of individuals with gifts and talents, both in school and society.~~
- ~~9(i) The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with identification of individuals with gifts and talents and the delivery of gifted services.~~

Performance

- ~~9(j) The teacher uses foundational knowledge of the field and their professional ethical principles and program standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.~~

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

Knowledge

- ~~10(a) The teacher understands the array of program options and services available for individuals with gifts and talents.~~
- ~~10(b) The teacher understands effective implementation of gifted and talented programs.~~
- ~~10(c) The teacher understands the State of Idaho components of a district plan for individuals with gifts and talents, as described in IDAPA 08.02.03.171.03.~~

Performance

- ~~10(d) The teacher collaborates with families, other educators and related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.~~
- ~~10(e) The teacher serves as a collaborative resource to colleagues regarding gifted and talented education.~~
- ~~10(f) The teacher educates parents, other family members, and colleagues about the social and emotional needs and development of gifted and talented students.~~
- ~~10(g) The teacher uses collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings and experiences.~~
- ~~10(h) The teacher educates colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.~~
- ~~10(i) and the teacher collaborates to implement program options and provide services for individuals with gifts and talents.~~

GLOSSARY OF TERMS

~~**Individuals with Exceptionalities** — Individuals with exceptionalities include individuals with sensory, physical, emotional, social, cognitive differences, developmentally delays, exceptional gifts and talents; and individuals who are or have been abused or neglected; whose needs differ so as to require personalized special education services in addition to or in tandem with educational services available through general education programs and other human service delivery systems.~~

~~**Twice-Exceptional** — Students who are twice-exceptional are identified as gifted and talented and are also identified with one or more disability or condition.~~

IDAHO STANDARDS FOR HEALTH TEACHERS

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

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

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

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

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

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

Knowledge

- 3(a) — The teacher understands developmentally appropriate practices that engage students in health-enhancing behaviors.
- 3(b) — The teacher knows strategies to help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors (National Health Education Standards, 2nd Edition American Cancer Society).

Performance

- 3(c) — The teacher encourages students to incorporate positive health-enhancing behaviors inside and outside the school setting.
- 3(d) — The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

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

Knowledge

- ~~4(a) The teacher understands Elementary and Secondary methods for teaching health literacy to include the following content areas of health:; Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development & Family Life; and Environmental Health.~~
- ~~4(b) The teacher understands the following health risk behaviors: Tobacco, Alcohol, and Other Drug use; Sexually Transmitted Diseases (STDs), including sexual behaviors resulting in human immunodeficiency virus (HIV), and unplanned pregnancies; Poor Dietary Behaviors; Lack of or Excessive Physical Activity; and Behaviors resulting in Intentional Injury.~~
- ~~4(c) The teacher understands the relationship between health education content areas and youth risk behaviors.~~
- ~~4(d) The teacher understands how to implement Idaho Content Standards for Literacy in Technical Subjects (Health) for grades 6-12.~~
- ~~4(e) The teacher understands Elementary and Secondary methods for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Behaviors; and Advocacy.~~

Performance

- ~~4(f) The teacher instructs students about increasing health enhancing behaviors, resulting in the reduction of health risk behaviors.~~

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

Knowledge

- ~~5(a) The teacher recognizes that student jargon and slang associated with high risk behaviors is ever changing.~~

Performance

- ~~5(b) The teacher identifies and defines student jargon/slang associated with high risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting.~~
- ~~5(c) The teacher facilitates responsible decision making, goal setting, and alternatives to high risk behaviors that enhance health.~~

- 5(d) — The teacher creates a respectful and safe learning environment that is sensitive to controversial health issues.

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

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

Knowledge

- 7(a) — The teacher understands how positive evidence based community health values and practices play a role in the planning process.
- 7(b) — The teacher understands how to access valid, appropriate health information and health-promoting products and services, as it relates to the planning process.
- 7(c) — The teacher understands the influence of culture, media, technology, and other factors on health, as it relates to the planning process.
- 7(d) — The teacher knows when and how to access valid health resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Performance

- 7(e) — The teacher modifies instruction to reflect current health-related research and local health policies.
- 7(f) — The teacher accesses valid, appropriate health information and health-promoting products and services.
- 7(g) — The teacher analyzes the influence of culture, media, technology, and other factors on health and imbeds them in the planning process.

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

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

Knowledge

- 9(a) — The teacher knows the laws and codes specific to health education and health services to minors.

Performance

- ~~9(b) — The teacher uses appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.~~

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

Knowledge

- ~~10(a) — The teacher understands methods of advocating for personal, family, and community health (e.g., letters to editor, community service projects, health fairs, health races/walks).~~

Performance

- ~~10(b) — The teacher advocates for a positive school culture toward health and health education.~~

IDAHO STANDARDS FOR LITERACY TEACHERS

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

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

For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards across all content areas.

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

Knowledge

- 1(a) The teacher understands developmental progressions of K-12 literacy skills, including emerging literacy.
- 1(b) The teacher understands how learners apply literacy skills to make meaning of a wide range of texts, genres, and formats (e.g., informational text, digital media, social media, multimodal, literature).

Performance

- 1(c) The teacher creates learning experiences that take into account developmental stages and diverse methods for acquiring literacy.

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

Knowledge

- 2(a) The teacher understands there are multiple levels of literacy intervention and recognizes the advantages of beginning with the least intrusive for the student.
- 2(b) The teacher understands the theories and research needed to develop inclusive literacy learning environments that are responsive to students’ local, national and international histories, individual and group identities, exceptional needs, and languages and dialects that affect student learning.

- ~~2(c) The teacher understands foundational theories of literacy and language acquisition as they relate to diverse learners, equity, and culturally responsive instruction.~~
- ~~2(d) The teacher understands the ways in which diversity influences the literacy development of all students.~~

Performance

- ~~2(e) The teacher provides students with linguistic, academic, and cultural literacy experiences that link their communities with the school.~~
- ~~2(f) The teacher adapts instructional materials and approaches to meet the language proficiency needs of English learners, students with exceptional needs, and students who struggle to acquire literacy skills and strategies.~~
- ~~2(g) The teacher systematically develops and implements multiple levels of literacy intervention, beginning with the least intrusive for the student.~~

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

Knowledge

- ~~3(a) The teacher understands the role of routines in creating and maintaining positive learning environments using traditional print, digital, and online resources.~~
- ~~3(b) The teacher understands how to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning.~~

Performance

- ~~3(c) The teacher arranges instructional areas to provide easy access to books and other instructional materials for a variety of individual, small group, and whole class activities.~~
- ~~3(d) The teacher creates supportive environments where English learners are encouraged and given many opportunities to use English.~~
- ~~3(e) The teacher collaborates with colleagues to create an inclusive, literacy-rich environment to help students participate actively in their own literacy learning.~~
- ~~3(f) The teacher creates an inclusive literacy learning environment that contextualizes curriculum instruction across content areas and helps students participate actively in their own learning.~~
- ~~3(g) The teacher facilitates effective student collaboration that provides authentic opportunities for the use of social, academic, and domain specific language.~~

~~**Standard 4: Content Knowledge** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences~~

~~that make the discipline accessible and meaningful for learners to assure mastery of the content.~~

Knowledge

- ~~4(a) The teacher understands theoretical, historical, and evidence-based components of reading (i.e., emerging literacy skills, concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary development, word analysis, and comprehension for a variety of forms and genres) and their development throughout the grades.~~
- ~~4(b) The teacher understands theoretical, historical, and evidence-based components of writing (i.e., writing process in a variety of forms, genres, and purposes; developmental spelling; sentence construction; conventions; characteristics of effective composing; keyboarding, word processing, and handwriting) and writing as a developmental process throughout the grades.~~
- ~~4(c) The teacher understands theoretical, historical, and evidence-based components of communication (i.e., development of oral language, verbal and non-verbal communication skills, structure of language, conventions of academic English, vocabulary acquisition and use, speaking, listening, and viewing) and their development throughout the grades.~~
- ~~4(d) The teacher understands the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include, but may not be limited to; Reading (Reading for Literature, Reading for Informational Text, and Reading Foundational Skills) based on grade-level appropriateness and the developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.~~

Performance

- ~~4(e) The teacher interprets major theories of literacy processes and development to understand the needs of all learners in diverse contexts.~~
- ~~4(f) The teacher creates a classroom environment that fosters intrinsic motivation to read and write (e.g., access to print, choice, challenge, interests).~~
- ~~4(g) The teacher analyzes and takes a critical stance toward a wide variety of quality traditional print, digital, and online resources.~~
- ~~4(h) The teacher analyzes variables of text complexity when selecting classroom materials.~~

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

Knowledge

- ~~5(a) The teacher understands specific literacy skills required for success in different content areas.~~

~~5(b) The teacher understands research-based strategies that lead to students becoming independent, critical, and strategic readers, writers, speakers and listeners across content areas.~~

~~5(c) The teacher understands how to design literacy instruction to promote active participation and collaboration.~~

Performance

~~5(d) The teacher uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.~~

~~5(e) The teacher designs and implements literacy instruction related to a breadth and depth of texts, purposes, and complexities that connects concepts so students become independent, critical, and strategic readers, writers, speakers, and listeners.~~

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

Knowledge

~~6(a) The teacher understands the research related to assessments and its uses and misuses.~~

~~6(b) The teacher understands purposes for assessing the literacy performance of all learners, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.~~

~~6(c) The teacher recognizes the basic technical adequacy of assessments (e.g., reliability, content, construct validity).~~

~~6(d) The teacher understands a variety of assessment frameworks, including the State of Idaho literacy assessments, proficiency standards, and student benchmarks.~~

Performance

~~6(e) The teacher collaborates with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual students.~~

~~6(f) The teacher analyzes and uses assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.~~

~~6(g) The teacher demonstrates the ability to communicate results of assessments to students, teachers, parents, and other stakeholders.~~

~~6(h) The teacher designs a range of authentic literacy assessments that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities.~~

- 6(i) — The teacher actively engages students in analyzing their own data, assessing their progress, and setting personal literacy goals.

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

Performance

- 7(a) — The teacher plans literacy instruction which reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.
- 7(b) — The teacher uses knowledge of theory, research, and practice in literacy to plan standards based, coherent and relevant learning experiences using a range of different texts (e.g., across genres, periods, forms, authors, cultures, various forms of media) and instructional strategies that are motivating and accessible to all students, including English learners, students with exceptional needs, students from diverse language and learning backgrounds, and struggling literacy learners.

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

Performance

- 8(a) —
- 8(b) — The teacher plans and implements research-based instructional strategies to meet unique language proficiency needs of English learners.

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

Performance

- 9(a) — The teacher promotes the value of literacy by modeling a positive attitude toward literacy with students, colleagues, administrators, and parents and guardians.
- 9(b) — The teacher consults with and advocates on behalf of teachers, students, families, and communities for effective literacy practices and policies.

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

Knowledge

- 10(a) — The teacher understands local, state, and national policies that affect literacy instruction.

Performance

- ~~10(b) The teacher engages in and reflects on a variety of experiences related to literacy that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.~~
- ~~10(c) The teacher collaborates with others to build strong home to school and school to home literacy connections.~~

DRAFT

IDAHO STANDARDS FOR MATHEMATICS TEACHERS

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

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

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

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

Knowledge

- 1(a) The teacher knows how to recognize students’ mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.
- 1(b) The teacher knows of learning progressions and learning trajectories that move students toward more sophisticated mathematical reasoning.

Performance

- 1(c) The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
- 1(d) The teacher applies knowledge of learning progressions and trajectories when creating assignments, assessments, and lessons.
- 1(e) The teacher plans and facilitates learning activities that value students’ ideas and guide the development of students’ ways of thinking, and mathematical dispositions in line with research-based learning progressions.

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

Knowledge

~~2(a) The teacher knows how to design lessons at appropriate levels of mathematical development, knowledge, understanding, and experience.~~

~~2(b) The teacher knows how to use assessment data and appropriate interventions for students.~~

Performance

~~2(c) The teacher adjusts and modifies instruction while adhering to the content standards, in order to ensure mathematical understanding for all students.~~

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

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

Knowledge

~~4(a) The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.~~

~~4(b) The teacher understands concepts (as recommended by state and national mathematics education organizations) and applications of number and quantity, algebra, geometry (Euclidean and transformational), statistics (descriptive and inferential) and data analysis, and probability, functions, and trigonometry, and has the specialized and pedagogical content knowledge for teaching necessary for those concepts and applications to be implemented in the 6-12 curriculum.~~

~~4(c) The teacher knows how to make use of hands-on, visual, and symbolic mathematical models in all domains of mathematics.~~

~~4(d) The teacher knows how to use mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, conceptions, and makes connections between them.~~

~~4(e) The teacher knows the standards for mathematical practice, how to engage students in the use of those practices, and how they have shaped the discipline.~~

Performance

~~4(f) The teacher connects the abstract and the concrete and asks useful questions to clarify or improve reasoning.~~

~~4(g) The teacher uses hands-on, visual, and symbolic mathematical models in all domains of mathematics.~~

~~4(h) The teacher uses mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, and conceptions, and makes connections between them.~~

- ~~4(i) The teacher implements the standards for mathematical practice and engages students in the use of those practices.~~

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

Knowledge

- ~~5(a) The teacher knows how to apply mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.~~

Performance

- ~~5(b) The teacher applies mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.~~

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

Knowledge

- ~~6(a) The teacher knows how to assess students' mathematical reasoning.~~

Performance

- ~~6(b) The teacher assesses students' mathematical reasoning.~~

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

Knowledge

- ~~7(a) The teacher knows content and practice standards for mathematics and understands how to design instruction to help students meet those standards.~~
- ~~7(b) The teacher knows how to plan learning activities that help students move from their current understanding through research-based learning progressions.~~

Performance

- ~~7(c) The teacher plans and assesses instructional sequences that engage students in learning the formal structure and content of mathematics with and through mathematical practices.~~

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

Knowledge

- ~~8(a) The teacher knows how to formulate or access questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.~~
- ~~8(b) The teacher knows a variety of instructional strategies for investigating and understanding mathematics including inquiry, discourse, and problem-solving approaches.~~
- ~~8(c) The teacher knows how to facilitate expression of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.~~
- ~~8(d) The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, statistical software).~~
- ~~8(e) The teacher knows how to use student conceptions and misconceptions to guide and facilitate learning.~~

Performance

- ~~8(f) The teacher poses questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.~~
- ~~8(g) The teacher uses a variety of instructional strategies for investigating and understanding mathematics, including inquiry and problem-solving approaches.~~
- ~~8(h) The teacher facilitates exploration of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.~~
- ~~8(i) The teacher uses technology appropriately in the teaching and learning of (e.g., graphing calculators, dynamic geometry software, statistical software).~~
- ~~8(j) The teacher uses student conceptions and misconceptions to guide and facilitate learning.~~

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

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

IDAHO STANDARDS FOR ONLINE TEACHERS

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

The following knowledge and performance statements for the K-12 Online Teacher Standards are widely recognized, but not all encompassing or absolute indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Online instruction represents a continuum of teaching and learning practices. Some characteristics of blended and online instruction are unique. Online schools, programs, and courses serving K-12 students are structured to support the needs of students and teachers in online environments. The Online Teacher Standards extend the Idaho Core Teacher Standards.

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

Performance

- 2(a) The online teacher constructs learning experiences that take into account students’ physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions in the online environment.

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

Knowledge

- 2(a) The online teacher is familiar with legal mandates including, but not limited to the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility, as they pertain to the online environment.
- 2(b) The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.

Performance

- 2(c) The online teacher applies adaptive/assistive technologies to help people who have disabilities gain access to information that might otherwise be inaccessible.

~~2(d) The online teacher demonstrates unique ways to customize or personalize activities.~~

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

Knowledge

~~3(a) The online teacher knows how to leverage management strategies to foster student motivation and engagement.~~

~~3(b) The online teacher understands motivational theories and their application within online environments.~~

~~3(c) The online teacher knows the importance of synchronous and asynchronous communication.~~

~~3(d) The online teacher understands the unique aspects of communicating with students and stakeholders in online environments.~~

~~3(e) The online teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.~~

Performance

~~3(f) The online teacher applies best practices to foster student motivation and engagement in online learning environments.~~

~~3(g) The online teacher provides timely and effective feedback.~~

~~3(h) The online teacher demonstrates application in addressing technical issues online students may have.~~

~~3(i) The online teacher is an effective and responsive communicator who demonstrates and models the ability to select and use appropriate forms of communication.~~

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

Knowledge

Performance

~~4(a) The online teacher demonstrates knowledge of digital citizenship, access, equity, and safety concerns in online environments.~~

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

Knowledge

~~5(a) The online teacher understands current best practices in online teaching and learning pertinent to subjects taught.~~

- ~~5(b) — The online teacher understands appropriate uses of technologies to promote student learning and engagement within the content.~~

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

~~**Knowledge**~~

- ~~6(a) — The online teacher understands the importance of maintaining accurate records of student performance for instruction and accountability.~~

~~**Performance**~~

- ~~6(b) — The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques appropriate to the online environment.~~
- ~~6(c) — The online teacher practices appropriate strategies to ensure security and confidentiality of online student assessments and assessment data.~~

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

~~**Performance**~~

- ~~7(a) — The online teacher designs course materials that clearly communicate to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.~~
- ~~7(b) — The online teacher designs and develops subject-specific course materials appropriate to the online environment.~~
- ~~7(c) — The online teacher uses multiple forms of technologies to design course materials or media.~~
- ~~7(d) — The online teacher designs course materials to facilitate interaction and discussion.~~
- ~~7(e) — The online teacher practices legal and ethical media rights and responsibilities.~~
- ~~7(f) — The online teacher demonstrates use of design principles in the creation of course materials.~~

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

~~**Knowledge**~~

- ~~8(a) — The online teacher understands how to adapt instructional strategies for an online environment.~~

~~8(b) The online teacher understands appropriate functions of Learning Management Systems (LMS) and Content Management Systems (CMS) for student learning.~~

~~8(c) The online teacher understands the variety of instructional delivery including synchronous and asynchronous modes (e.g., full time online, blended, face to face).~~

Performance

~~8(d) The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.~~

~~8(e) The online teacher adapts tools, resources, and student centered instructional strategies to engage students and enhance learning.~~

~~8(f) The online teacher demonstrates application of technologies for teaching, learning, and communication.~~

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

Knowledge

~~9(a) The online teacher understands concepts, biases, debates, and processes of inquiry that are central to the field of online teaching and learning.~~

~~9(b) The online teacher understands the importance of maintaining accurate records of communication and interaction with students and stakeholders for accountability and management.~~

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

Knowledge

~~**10(a)** The online teacher understands the importance of educating stakeholders and advocating within the community to advance online learning.~~

IDAHO STANDARDS FOR PHYSICAL EDUCATION TEACHERS

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

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

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

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

Performance

- 1(a) The teacher assesses the skillful movement, physical activity, and exercise and fitness levels of students; designs developmentally appropriate instruction; and extends learning through collaboration with communities, colleagues, families and other professionals.

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

Performance

- 2(a) The teacher provides opportunities that incorporate individual differences (e.g., various physical abilities and limitations, culture, and gender) in skillful movement, physical activity, exercise and fitness to help students gain physical competence and confidence.

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

Knowledge

- ~~3(a) The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education and physical activity settings.~~
- ~~3(b) The teacher knows how to engage students in learning about the use of technology operations, concepts, and applications pertinent to healthy active lifestyles (e.g., heart rate monitors, pedometers, global positioning systems, computer software, social media).~~
- ~~3(c) The teacher understands principles of effective management in indoor and outdoor physical education and physical activity settings.~~

Performance

- ~~3(d) The teacher implements strategies and activities to promote positive peer relationships (e.g., caring, mutual respect, support, safety, sportsmanship, and cooperation).~~
- ~~3(e) The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.~~
- ~~3(f) The teacher utilizes principles of effective management in indoor and outdoor physical education and physical activity settings.~~

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

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

Knowledge

- ~~5(a) The teacher understands the relationship between skillful movement, physical activity, exercise, fitness, health outcomes, well-being and quality of life.~~
- ~~5(b) The teacher understands that daily physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.~~
- ~~5(c) The teacher understands the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise physiology, biomechanics, psychosocial aspects of physical activity).~~
- ~~5(d) The teacher knows the appropriate rules, etiquette, instructional cues, tactics (skills and strategies) and techniques for a variety of physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).~~
- ~~5(e) The teacher understands cultural, historical, and philosophical dimensions of physical education and physical activity.~~

Performance*

- ~~5(f) The teacher instructs students about the relationship between skillful movement, physical activity, fitness, health outcomes, well-being and quality of life.~~
- ~~5(g) The teacher instructs students in the rules, tactics, (skills, and strategies) and techniques of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).~~
- ~~5(h) The teacher instructs students in the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise philosophy, biomechanics, psychosocial aspects of physical activity).~~
- ~~5(i) The teacher fosters student reflection regarding cultural, historical and philosophical dimension of physical education and physical activity.~~
- ~~5(j) The teacher demonstrates improvement and maintains a health enhancing level of physical fitness and physical activity throughout the program.~~
- ~~5(k) The teacher facilitates technical demonstration and effective performance (tactics and techniques), in a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).~~
- ~~* Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices) and fitness (weight training programs, exercise logs).~~

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

~~Knowledge~~

- ~~6(a) The teacher understands appropriate assessment protocols sensitive to student needs.~~

~~Performance~~

- ~~6(b) The teacher demonstrates appropriate assessment protocols sensitive to student needs.~~

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

~~Knowledge~~

- ~~7(a) The teacher knows a variety of management routines (e.g., time transitions, environment, students/staff, equipment) and instructional strategies to maximize physical education activity time and student success.~~

- ~~7(b) The teacher knows how to expand the curriculum utilizing a variety of offerings, through the use of family engagement, school activities, and community resources (e.g., family fitness night, parks, golf courses, climbing walls, multi-use facility agreements, and service organizations).~~

Performance

- ~~7(c) The teacher applies a variety of management routines (e.g., time, transitions, environment, students/staff, equipment) and curricular/ instructional strategies to maximize physical education activity and student success.~~

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

Knowledge

- ~~8(a) The teacher knows multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)~~

Performance

- ~~8(b) The teacher utilizes multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)~~

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

Knowledge

- ~~9(a) The teacher knows how one's own personal skillful movement, physical activity, exercise, and fitness competence and understands its impact on teaching and student motivation.~~

Performance

- ~~9(b) The teacher reflects on one's own personal skillful movement, physical activity, exercise, and fitness competence and its impact on teaching and student motivation.~~

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

Knowledge

- ~~10(a) The teacher knows how to promote and advocate for healthy active schools involving physical education, physical activity before, during, and after the school day, and staff, family and community involvement.~~
- ~~10(b) The teacher knows how to promote and advocate for physical education and physical activity to students, staff, administrators, parents, school boards and community partners.~~

Performance

- ~~10(c) The teacher demonstrates a variety of strategies to promote and advocate for healthy active schools.~~

~~**Standard 11: Safety—The teacher provides a safe physical education learning environment.**~~

Knowledge

- ~~11(a) The teacher understands the inherent risks involved in physical activity.~~
- ~~11(b) The teacher recognizes safety considerations when planning and providing instruction.~~
- ~~11(c) The teacher recognizes factors that influence safety in physical activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).~~
- ~~11(d) The teacher recognizes the level of supervision required for the health and safety of students in all locations (e.g., teaching areas, locker rooms, off campus).~~
- ~~11(e) The teacher understands school policies regarding the emergency action plan, student injury medical treatment, and transportation.~~
- ~~11(f) The teacher understands the appropriate steps when responding to safety situations.~~
- ~~11(g) The teacher knows cardiopulmonary resuscitation (CPR) and first aid.~~

Performance

- ~~11(h) The teacher documents safety issues when planning and implementing instruction to ensure a safe learning environment.~~
- ~~11(i) The teacher informs students of the risks associated with physical activity.~~
- ~~11(j) The teacher instructs students in appropriate safety procedures for physical activity and corrects inappropriate actions.~~
- ~~11(k) The teacher identifies and corrects potential hazards in physical education and physical activity facilities and equipment.~~

~~11(l) The teacher maintains CPR and first aid certification.~~

DRAFT

GLOSSARY OF TERMS

Exercise—A subcategory of physical activity that is planned, structured, repetitive, and purposive in the sense that the improvement or maintenance of one or more components of physical fitness is the objective. “Exercise” and “exercise training” frequently are used interchangeably and generally refer to physical activity performed during leisure time with the primary purpose of improving or maintaining physical fitness, physical performance, or health.*

Health—A human condition with physical, social and psychological dimensions, each characterized on a continuum with positive and negative poles. Positive health is associated with a capacity to enjoy life and to withstand challenges; it is not merely the absence of disease. Negative health is associated with illness, and in the extreme, with premature death.*

Health-Enhancing Physical Activity—Activity that, when added to baseline activity, produces health benefits. Brisk walking, jumping rope, dancing, playing tennis or soccer, lifting weights, climbing on playground equipment at recess, and doing yoga are all examples of health-enhancing physical activity.*

Health-Related Fitness—A type of physical fitness that includes cardiorespiratory fitness, muscular strength and endurance, body composition, flexibility, and balance.*

Moderate-Intensity Physical Activity—On an absolute scale, physical activity that is done at 3.0 to 5.9 times the intensity of rest. On a scale relative to an individual’s personal capacity, moderate-intensity physical activity is usually a 5 or 6 on a scale of 0 to 10.*

Performance-Related Fitness—Those attributes that significantly contribute to athletic performance, including aerobic endurance or power, muscle strength and power, speed of movement, and reaction time.*

Physical Activity—Any bodily movement produced by the contraction of skeletal muscle that increases energy expenditure above a basal level. In these Guidelines, physical activity generally refers to the subset of physical activity that enhances health.*

Physical Fitness—The ability to carry out daily tasks with vigor and alertness, without undue fatigue, and with ample energy to enjoy leisure-time pursuits and respond to emergencies. Physical fitness includes a number of components consisting of cardiorespiratory endurance (aerobic power), skeletal muscle endurance, skeletal muscle strength, skeletal muscle power, flexibility, balance, speed of movement, reaction time, and body composition.*

Skillful Movement—An efficient, coordinated, fluent and aesthetic goal-directed voluntary performance that consists of specific body and/or limb behaviors that have physiological and biomechanical components.

Vigorous-Intensity Physical Activity—On an absolute scale, physical activity that is done at 6.0 or more times the intensity of rest. On a scale relative to an individual’s personal capacity, vigorous intensity physical activity is usually a 7 or 8 on a scale of 0 to 10.*

*—Definitions quoted from the U.S. Department of Health and Human Services 2008 Physical Activity Guidelines for Americans

~~IDAHO FOUNDATION STANDARDS FOR SCIENCE TEACHERS~~

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

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

~~In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers.~~

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

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

~~Knowledge~~

- ~~1(a) The teacher knows how students use Science and Engineering Practices and Crosscutting Concepts to develop understanding of the Disciplinary Core Ideas.~~
- ~~1(b) The teacher knows common misconceptions and/or partial understandings of scientific disciplinary core ideas and how they develop and affect student learning.~~

~~Performance~~

- ~~1(c) The teacher addresses common misconceptions and/or partial understandings of scientific disciplinary core ideas as they develop and affect student learning.~~
- ~~1(d) The teacher utilizes Science and Engineering Practices and Crosscutting Concepts to develop student understanding of the Disciplinary Core Ideas.~~

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

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

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

Knowledge

- ~~4(a) The teacher understands the Idaho State Science Standards within their appropriate certification, including all components.~~
- ~~4(b) The teacher is familiar with how history has shaped our current understanding of the nature of science and scientific processes.~~
- ~~4(c) The teacher understands the core ideas of their respective discipline (i.e., Disciplinary Core Ideas).~~
- ~~4(d) The teacher understands the interconnectedness among the science disciplines (i.e., Crosscutting Concepts).~~
- ~~4(e) The teacher understands the processes of science (i.e., Science and Engineering Practices).~~

Performance

- ~~4(f) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.~~
- ~~4(g) The teacher uses diverse examples from history to teach how our current understanding of the nature of science and scientific processes has changed.~~
- ~~4(h) The teacher uses the core ideas of their respective discipline (i.e., Disciplinary Core Ideas) to design and implement lessons.~~
- ~~4(i) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.~~
- ~~4(j) The teacher models and guides students in the use of the processes of science. (i.e., Science and Engineering Practices).~~

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

Knowledge

- ~~5(a) The teacher knows how to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.~~

Performance

- 5(b) ~~The teacher designs opportunities to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.~~

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

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

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

Knowledge

- 8(a) ~~The teacher understands how to implement Science and Engineering Practices in instructional planning.~~
- 8(b) ~~The teacher understands how to use research based best practices to engage a diverse group of students in learning science (e.g., project based learning, 5E Instruction, place-based).~~
- 8(c) ~~The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.~~
- 8(d) ~~The teacher understands technical writing as a way to communicate science concepts and processes.~~

Performance

- 8(e) ~~The teacher implements Science and Engineering Practices in instructional planning.~~
- 8(f) ~~The teacher uses research based practices to engage a diverse group of students in learning science (e.g., project based learning, 5E Instruction, place-based).~~
- 8(g) ~~The teacher designs lessons which allow students to utilize mathematics and technology to analyze, interpret, and display scientific data.~~

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

Knowledge

- 9(a) ~~The teacher understands the importance of keeping current on research related to how students learn science.~~

- ~~9(b) The teacher understands the importance of keeping current on scientific research findings.~~

Performance

- ~~9(c) The teacher incorporates current research related to student learning of science into instructional design.~~
- ~~9(d) The teacher incorporates current scientific research findings into instructional design.~~

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

~~**Standard 11: Safety. The science teacher demonstrates and maintains chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure.**~~

Knowledge

- ~~11(a) The teacher knows how to design activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.~~
- ~~11(b) The teacher understands how to design activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.~~
- ~~11(c) The teacher understands how to ensure safe science activities appropriate for the abilities of all students.~~
- ~~11(d) The teacher understands how to design activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.~~
- ~~11(e) The teacher knows how to evaluate a facility for compliance with safety regulations.~~
- ~~11(f) The teacher knows how to procure and use Material Safety Data Sheets (MSDS).~~

Performance

- ~~11(g) The teacher designs activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.~~
- ~~11(h) The teacher designs activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.~~
- ~~11(i) The teacher ensures safe science activities appropriate for the abilities of all students.~~

~~11(j) The teacher designs activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.~~

~~11(k) The teacher demonstrates the ability to evaluate a facility for compliance to safety regulations.~~

~~11(l) The teacher demonstrates the ability to procure and use Material Safety Data Sheet (MSDS).~~

~~Standard 12: Laboratory and Field Activities—The science teacher demonstrates competence in conducting laboratory, and field activities.~~

Knowledge

~~12(a) The teacher knows a variety of laboratory and field techniques appropriate to their content area.~~

~~12(b) The teacher knows a variety of strategies to develop students' laboratory and field skills.~~

Performance

~~12(c) The teacher engages students in a variety of laboratory and field techniques appropriate to their content area.~~

~~12(d) The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.~~

~~IDAHO STANDARDS FOR BIOLOGY TEACHERS~~

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

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

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

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

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

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

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

~~Knowledge~~

- ~~4(a) The teacher understands the major underlying theories and principles of molecular and organismal biology, including: structure and function, growth and development, and organization for matter and energy flow.~~
- ~~4(b) The teacher understands the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.~~

~~4(c) The teacher understands the major underlying theories and principles of heredity, including structure and function of DNA, and inheritance and variation of traits.~~

~~4(d) The teacher understands the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.~~

Performance

~~4(e) The teacher develops lessons based on the major underlying theories and principles of molecular and organismal biology including; structure and function, growth and development, and organization for matter and energy flow.~~

~~4(f) The teacher develops lessons based on the major underlying theories and principles of ecosystems including; interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.~~

~~4(g) The teacher develops lessons based on the major underlying theories and principles of heredity; including structure and function of DNA, and inheritance and variation of traits.~~

~~4(h) The teacher develops lessons based on the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.~~

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

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

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

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

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

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

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~~IDAHO STANDARDS FOR CHEMISTRY TEACHERS~~

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

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

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

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

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

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

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

~~Knowledge~~

- ~~4(a) The teacher has a broad knowledge of mathematical principles and is familiar with the connections that exist between mathematics and chemistry.~~
- ~~4(b) The teacher understands fundamental structures of atoms and molecules.~~
- ~~4(c) The teacher understands basic principles of ionic, covalent, and metallic bonding.~~
- ~~4(d) The teacher understands periodicity of physical and chemical properties of elements.~~
- ~~4(e) The teacher understands laws of conservation of matter and energy.~~

- ~~4(f) The teacher understands fundamentals of chemical kinetics, equilibrium and thermodynamics.~~
- ~~4(g) The teacher understands kinetic molecular theory and gas laws.~~
- ~~4(h) The teacher understands mole concept, stoichiometry, and laws of composition.~~
- ~~4(i) The teacher understands solutions and colligative properties.~~
- ~~4(j) The teacher understands acids/base chemistry.~~
- ~~4(k) The teacher understands fundamental oxidation-reduction chemistry.~~
- ~~4(l) The teacher understands fundamental organic chemistry and biochemistry.~~
- ~~4(m) The teacher understands applications of chemistry in personal and community health and environmental quality.~~
- ~~4(n) The teacher understands fundamentals of nuclear chemistry.~~
- ~~4(o) The teacher understands the importance of accuracy and precision in measurements.~~
- ~~4(p) The teacher understands the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.~~
- ~~4(q) The teacher understands the different types of chemical reactions.~~
- ~~4(r) The teacher understands symbolic and particulate models and how they can be used to interpret and explain macroscopic observations.~~

Performance

- ~~4(s) The teacher models the application of mathematical principles and the connections that exist between mathematics and chemistry.~~
- ~~4(t) The teacher demonstrates their knowledge of fundamental structures of atoms and molecules.~~
- ~~4(u) The teacher applies the basic principles of ionic, covalent, and metallic bonding.~~
- ~~4(v) The teacher utilizes the periodic table to predict the physical and chemical properties of elements (e.g. ionization energy, atomic radius, types of bonding).~~
- ~~4(w) The teacher illustrates the laws of conservation of matter and energy qualitatively and quantitatively (e.g. balancing chemical equations, enthalpy calculations).~~
- ~~4(x) The teacher applies the scientific principles and evidence of chemical kinetics, equilibrium and thermodynamics to the behavior of matter.~~
- ~~4(y) The teacher is able to use Kinetic Molecular Theory and concepts of intermolecular forces to make predictions about the macroscopic properties of gases, including both ideal and nonideal.~~
- ~~4(z) The teacher can apply the mole concept, stoichiometry, and laws of composition (e.g. converting moles to mass).~~

- ~~4(aa) The teacher applies the concepts of solution chemistry (e.g. calculate and prepare solutions at precise concentrations, colligative properties).~~
- ~~4(bb) The teacher applies the concepts of acids/base chemistry to predict properties and reactions.~~
- ~~4(cc) The teacher is able to identify oxidation-reduction reactions and justify the identification in terms of electron transfer.~~
- ~~4(dd) The teacher demonstrates an understanding of the fundamental ideas of organic chemistry and how they relate to biochemistry.~~
- ~~4(ee) The teacher relates the fundamental principles of chemistry to personal and community health and environmental quality.~~
- ~~4(ff) The teacher can develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.~~
- ~~4(gg) The teacher applies accuracy and precision to their measurements and calculations.~~
- ~~4(hh) The teacher applies the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.~~
- ~~4(ii) The teacher categorizes and identifies a variety of chemical reaction types.~~
- ~~4(jj) The teacher can utilize symbolic and particulate models to interpret and explain macroscopic observations.~~

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

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

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

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

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

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

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~~IDAHO STANDARDS FOR EARTH AND SPACE SCIENCE TEACHERS~~

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

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

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

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

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

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

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

Knowledge

- 4(a) — The teacher understands the major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.
- 4(b) — The teacher understands major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.

- ~~4(c) — The teacher understands the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.~~

Performance

- ~~4(d) — The teacher develops lessons based on the major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.~~
- ~~4(e) — The teacher develops lessons based on the major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.~~
- ~~4(f) — The teacher develops lessons based on the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.~~

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

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

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

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

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

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

~~IDAHO STANDARDS FOR NATURAL SCIENCE TEACHERS~~

~~Teachers with natural science endorsements must meet all of the following standards:~~

- ~~1. Idaho Core Teacher Standards~~
- ~~2. Idaho Foundation Standards for Science Teachers AND~~
- ~~3. Idaho Standards for Biology Teachers OR~~
- ~~4. Idaho Standards for Earth and Space Science Teachers OR~~
- ~~5. Idaho Standards for Chemistry Teachers OR~~
- ~~6. Idaho Standards for Physics Teachers~~

~~IDAHO STANDARDS FOR PHYSICAL SCIENCE TEACHERS~~

~~Teachers with physical science endorsements must meet all of the following standards:~~

- ~~1. Idaho Core Teacher Standards~~
- ~~2. Idaho Foundation Standards for Science Teachers AND~~
- ~~3. Idaho Standards for Chemistry Teachers OR~~
- ~~4. Idaho Standards for Physics Teachers~~

IDAHO STANDARDS FOR PHYSICS TEACHERS

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

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

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

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

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

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

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

Knowledge

- 4(a) The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.
- 4(b) The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.

- ~~4(c) — The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.~~

Performance

- ~~4(d) — The teacher develops and applies conceptual models to describe the natural world.~~
- ~~4(e) — The teacher tests and evaluates physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.~~
- ~~4(f) — The teacher utilizes the appropriate mathematical principles in examining and describing models for explaining physical phenomena.~~

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

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

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

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

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

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

~~IDAHO FOUNDATION STANDARDS FOR SOCIAL STUDIES TEACHERS~~

~~Social Studies teachers must meet Idaho Core Teacher Standards and Idaho Foundations Standards for Social Studies Teachers and one of the following: (1) Idaho Standards for Economics Teachers, (2) Idaho Standards for Geography Teachers, (3) Idaho Standards for Government and Civics Teachers, (4) Idaho Standards for History Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

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

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

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

~~Knowledge~~

- ~~1(a) The teacher understands the influences that contribute to intellectual, social, and personal development.~~
- ~~1(b) The teacher understands the impact of learner environment on student learning.~~

~~Performance~~

- ~~1(c) The teacher provides opportunities for learners to engage in civic life, politics, and government.~~

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

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

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

Knowledge

- ~~4(a) The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, humanities).~~
- ~~4(b) The teacher understands how and why various governments and societies have changed over time.~~
- ~~4(c) The teacher understands how and why independent and interdependent systems of trade and production develop.~~
- ~~4(d) The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations, including their own.~~
- ~~4(e) The teacher understands the responsibilities and rights of citizens in the United States of America's political system, and how citizens exercise those rights and participate in the system.~~
- ~~4(f) The teacher understands how geography affects relationships between people, and environments over time.~~
- ~~4(g) The teacher understands how to identify primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts.~~

Performance

- ~~4(h) The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalities, and interrelationships.~~
- ~~4(i) The teacher incorporates methods of inquiry and scholarly research into the curriculum.~~

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

Knowledge

- ~~5(a) The teacher incorporates current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them.~~
- ~~5(b) The teacher understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.~~

Performance

~~5(c) The teacher demonstrates and applies chronological historical thinking.~~

~~5(d) The teacher integrates knowledge from the social studies in order to prepare learners to live in a world with limited resources, cultural pluralism, and increasing interdependence.~~

~~5(e) The teacher uses and interprets primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables) when presenting social studies concepts.~~

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

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

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

Knowledge

~~8(a) The teacher understands strategies for clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards.~~

Performance

~~8(b) The teacher fosters clear and coherent learner reading, speaking, listening, and writing skills within the context of social studies, consistent with approved 6-12 standards.~~

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

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

~~IDAHO STANDARDS FOR ECONOMICS TEACHERS~~

~~All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Economics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

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

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

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

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

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

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

~~Knowledge~~

- ~~4(a) The teacher understands basic economic concepts and models (e.g., scarcity, opportunity cost, productive resources, voluntary exchange, supply and demand credit/debt, market incentives, interest rate, imports/exports).~~
- ~~4(b) The teacher understands economic indicators (e.g., unemployment, inflation, GDP) in assessing the health of the economy.~~
- ~~4(c) The teacher understands the functions and characteristics of money.~~

- ~~4(d) The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).~~
- ~~4(e) The teacher knows different types of economic institutions and how they differ from one another (e.g., market structures, stock markets, banking institutions, labor unions).~~
- ~~4(f) The teacher understands how economic institutions shaped history and influence current economic practices.~~
- ~~4(g) The teacher understands the principles of sound personal finance and personal investment.~~
- ~~4(h) The teacher understands fiscal and monetary policy.~~

Performance

- ~~4(i) The teacher demonstrates comprehension, analysis, and relevance of economic principles and concepts.~~
- ~~4(j) The teacher engages learners in the application of economic concepts in their roles as consumers, producers, and workers.~~
- ~~4(k) The teacher employs and promotes learner use of graphs, models, and equations to illustrate economic concepts.~~
- ~~4(l) The teacher illustrates how economic indicators influence historic and current policy.~~
- ~~4(m) The teacher provides examples of the principles of business organizations and entrepreneurship.~~
- ~~4(n) The teacher fosters understanding of the important role of economic systems on economic growth.~~
- ~~4(o) The teacher develops learner understanding of economic issues through application of cost/benefit analyses.~~
- ~~4(p) The teacher conveys the importance and implications of the global marketplace.~~

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

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

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

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

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

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

~~IDAHO STANDARDS FOR GEOGRAPHY TEACHERS~~

~~All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Geography teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

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

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

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

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

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

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

~~Knowledge~~

- ~~4(a) The teacher understands the five themes of geography (movement, region, human environment interaction, location, and place) and how they are interrelated.~~
- ~~4(b) The teacher understands the characteristics and functions of globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases.~~

Performance

- 4(c) — The teacher uses past and present events to interpret political, physical, and cultural patterns.
- 4(d) — The teacher connects the earth's dynamic physical systems to its impact on humans.
- 4(e) — The teacher connects population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.
- 4(f) — The teacher connects the earth's physical systems and varied patterns of human activity to world environmental issues.
- 4(g) — The teacher incorporates geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases).

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

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

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

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

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

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

~~IDAHO STANDARDS FOR AMERICAN GOVERNMENT/POLITICAL SCIENCE TEACHERS~~

~~All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here government and civics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

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

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

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

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

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

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

~~Knowledge~~

- ~~4(a) The teacher understands the relationships between civic life, politics, and government.~~
- ~~4(b) The teacher understands the political spectrum and factors that affect individual political views and behavior.~~
- ~~4(c) The teacher understands the purpose and foundations of government and constitutional principles of the United States of America's political system.~~

- ~~4(d) The teacher understands the organization of local, state, federal, and tribal governments, how power has evolved, and how responsibilities are organized, distributed, shared, and limited as defined by the Constitution of the United States of America.~~
- ~~4(e) The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, environmental issues).~~
- ~~4(f) The teacher understands the role of elections, political parties, interest groups, media (including social), and public policy (foreign and domestic) in shaping the United States of America's political system.~~
- ~~4(g) The teacher understands the civic responsibilities and rights of all individuals in the United States of America (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, the electoral process).~~
- ~~4(h) The teacher understands different forms of government found throughout the world.~~

Performance

- ~~4(i) The teacher assists learners in developing an understanding of citizenship and promotes learner engagement in civic life, politics, and government.~~
- ~~4(j) The teacher demonstrates comprehension and analysis of the foundations and principles of the United States of America political system and the organization and formation of the United States of America government.~~
- ~~4(k) The teacher demonstrates comprehension and analysis of United States of America foreign policy and international relations.~~
- ~~4(l) The teacher integrates global perspectives and current events into the study of civics and government.~~
- ~~4(m) The teacher engages learners in civil discourse and promotes its use in a democratic society.~~

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

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

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

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

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

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

~~IDAHO STANDARDS FOR HISTORY TEACHERS~~

~~All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here history teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

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

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

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

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

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

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

~~Knowledge~~

- ~~4(a) The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).~~
- ~~4(b) The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.~~
- ~~4(c) The teacher understands how international and domestic relations impacted the development of the United States of America.~~

- ~~4(d) — The teacher understands how significant compromises, conflicts, and events defined and continue to define the United States of America.~~
- ~~4(e) — The teacher understands the political, social, cultural, and economic development of the United States of America.~~
- ~~4(f) — The teacher understands the political, social, cultural, and economic development of the peoples of the world.~~
- ~~4(g) — The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.~~
- ~~4(h) — The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.~~

Performance

- ~~4(i) — The teacher makes chronological and thematic connections between political, social, cultural, and economic concepts.~~
- ~~4(j) — The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.~~
- ~~4(k) — The teacher facilitates student inquiry regarding international relationships.~~
- ~~4(l) — The teacher relates the role of compromises and conflicts to continuity and change across time.~~
- ~~4(m) — The teacher demonstrates an ability to research, analyze, evaluate, and interpret historical evidence.~~
- ~~4(n) — The teacher incorporates the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.~~

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

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

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

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

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

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

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~~IDAHO STANDARDS FOR SOCIAL STUDIES TEACHERS~~

~~Teachers with a social studies endorsement must meet the following Idaho Standards:~~

- ~~1. Idaho Core Teacher Standards AND~~
- ~~2. Foundation Social Studies Standards AND~~
- ~~3. History Standards OR~~
- ~~4. Government and Civics Standards OR~~
- ~~5. Economics Standards OR~~
- ~~6. Geography Standards~~

IDAHO STANDARDS FOR TEACHER LEADERS

The following knowledge and performance statements for the Standards for teacher leaders are widely recognized, but not all encompassing or absolute, indicators that teacher leader candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

Standard 1: Understanding Adults as Learners to Support Professional Learning - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared responsibility for school outcomes.

Knowledge: The teacher leader demonstrates knowledge of:

- 1(a) Learning theory for adults.
- 1(b) Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development frameworks.

Performance: The teacher leader:

- 1(c) Models and facilitates high quality professional learning for individuals as well as groups.
- 1(d) Supports colleagues' differentiated professional growth.

Standard 2: Accessing and Using Research to Improve Professional Practice - The teacher leader understands how educational research is used to create new knowledge, support specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school culture; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.

Knowledge: The teacher leader demonstrates knowledge of:

- 2(a) Action research methodology.
- 2(b) Analysis of research data and development of a data-driven action plan that reflects relevance and rigor.
- 2(c) Implementation strategies for research-based change and for communication of findings for programmatic changes.
- 2(d) Identification of high quality research.

Performance: The teacher leader:

- ~~2(e) Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions and designing and conducting action research to improve outcomes.~~
- ~~2(f) Models and facilitates analysis and application of research findings for informed decision making to improve outcomes with a focus on increased productivity and effectiveness.~~
- ~~2(g) Assists with application and supports communication of action research findings to improve outcomes.~~
- ~~2(h) Accesses high quality research from various resources.~~

Standard 3: Supporting Professional Learning - The teacher leader understands the constantly evolving nature of teaching and learning.

Knowledge: The teacher leader demonstrates knowledge of:

- ~~3(a) The standards of high quality professional development and their relevance to improved learning.~~
- ~~3(b) Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.~~
- ~~3(c) Appropriate technologies to support collaborative and differentiated professional learning for continuous improvement.~~
- ~~3(d) The role of shifting cultural demographics in educational practice.~~

Performance: The teacher leader:

- ~~3(e) Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education.~~
- ~~3(f) Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals.~~
- ~~3(g) Uses appropriate technologies to support collaborative and differentiated professional learning.~~
- ~~3(h) Continually assesses the effectiveness of professional development activities and adjusts appropriately.~~

Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.

Knowledge: The teacher leader demonstrates knowledge of:

- ~~4(a) — Research-based curriculum, instruction, and assessment and their alignment with desired outcomes.~~
- ~~4(b) — The Idaho Framework for Teaching, effective observation and strategies for providing instructional feedback.~~
- ~~4(c) — Role and use of critical reflection in improving professional practice.~~
- ~~4(d) — Effective use of individual interactions, structures, and processes for creating a collaborative culture including networking, facilitation, team building, goal setting, and conflict resolution.~~
- ~~4(e) — Effective listening, oral communication, presentation skills, and expression in written communication.~~

Performance: The teacher leader:

- ~~4(f) — Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices.~~
- ~~4(g) — Based upon the Idaho Framework for Teaching, demonstrates proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment.~~
- ~~4(h) — Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment.~~
- ~~4(i) — Develops, leads and promotes a culture of self-reflection and reflective dialogue.~~
- ~~4(j) — Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives.~~
- ~~4(k) — Models effective communication skills and processes.~~
- ~~4(l) — Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice.~~

Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student growth, and state board-approved Idaho Mentor Program Standards; - and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.

Knowledge: The teacher leader demonstrates knowledge of:

- ~~5(a) — Design and selection of targeted and effective assessment instruments and practices for a range of purposes.~~
- ~~5(b) — Use of formative and summative data to inform the continuous improvement process.~~

~~5(c) Analysis and interpretation of data from multiple sources.~~

Performance: The teacher leader:

~~5(d) Informs and facilitates colleagues' selection or design of targeted assessment instruments to generate data that will inform instructional improvement.~~

~~5(e) Models use of formative and summative data to inform the continuous improvement process.~~

~~5(f) Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics).~~

Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to support frequent and effective outreach with families, community members, business and community leaders, and other stakeholders in the education system.

Knowledge: The teacher leader demonstrates knowledge of:

~~6(a) Contextual and cultural considerations of the student, family, school, and community and their influence on educational processes.~~

~~6(b) Effective strategies for involvement of families and other stakeholders as part of a responsive culture.~~

Performance: The teacher leader:

~~6(c) Recognizes, responds, and adapts to contextual and cultural considerations to create effective interactions among students, families, communities, and schools.~~

~~6(d) Promotes effective interaction and involvement of teachers, families, and stakeholders in the educational process.~~

~~6(e) Fosters colleagues' abilities to form effective relationships with families and other stakeholders.~~

Standard 7: Advocating for Students, Community, and the Profession - The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and student growth and to serve as an individual of influence and respect within the school, community, and profession.

Knowledge: The teacher leader demonstrates knowledge of:

~~7(a) The fluidity of local, state, and national policy decisions and their influence on instruction.~~

~~7(b) The process and the roles of stakeholders who influence policy, and how to advocate on behalf of students and the community.~~

Performance: The teacher leader:

~~7(c) Analyzes the feasibility of potential solutions and relevant policy context.~~

~~7(d) Advocates effectively and responsibly to relevant audiences for realization of opportunities.~~

Standard 8: Understanding Systems Thinking – The teacher leader understands systems change processes, organizational change, and the teacher leader’s role as a change agent.

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Knowledge: The teacher leader demonstrates knowledge of:

- ~~8(a) Working effectively within an educational system, including an understanding of layers and power structures within the system.~~
- ~~8(b) How to develop dynamic relationships in a variety of situations, including dealing effectively with resistance to change.~~
- ~~8(c) Theories and processes for organizational change and the teacher leader's role in facilitating change.~~

Performance: The teacher leader:

- ~~8(d) Identifies the decision makers and the resource allocations available to them.~~
- ~~8(e) Establishes and cultivates dynamic relationships in a variety of situations.~~
- ~~8(f) Sets achievable goals and creates a plan to implement them with an effective message to mobilize others into action.~~

~~IDAHO STANDARDS FOR TEACHER LIBRARIANS~~

~~IN ADDITION TO THE STANDARDS LISTED HERE, TEACHER LIBRARIANS MUST MEET IDAHO CORE TEACHER STANDARDS. THE EVIDENCE VALIDATING CANDIDATES' ABILITY TO DEMONSTRATE THESE STANDARDS SHALL BE COLLECTED FROM A VARIETY OF SETTINGS INCLUDING, BUT NOT LIMITED TO, COURSES, PRACTICUM, AND FIELD EXPERIENCES. ADDITIONALLY, ALL TEACHER CANDIDATES ARE EXPECTED TO MEET THE REQUIREMENTS DEFINED IN STATE BOARD RULE (IDAPA 08.02.02: RULES GOVERNING UNIFORMITY).~~

~~AN IMPORTANT COMPONENT OF THE TEACHING PROFESSION IS A CANDIDATE'S DISPOSITION. PROFESSIONAL DISPOSITIONS ARE HOW THE CANDIDATE VIEWS THE TEACHING PROFESSION, THEIR CONTENT AREA, AND/OR STUDENTS AND THEIR LEARNING. EVERY TEACHER PREPARATION PROGRAM AT EACH INSTITUTION IS RESPONSIBLE FOR ESTABLISHING AND PROMOTING A COMPREHENSIVE SET OF GUIDELINES FOR CANDIDATE DISPOSITIONS.~~

~~THE SCHOOL LIBRARY IS A CLASSROOM THAT SERVES AS THE INSTRUCTIONAL CENTER OF THE SCHOOL AND NEEDS THE EXPERTISE OF A PROFESSIONALLY TRAINED TEACHER LIBRARIAN. THE TEACHER LIBRARIAN IS AN EXPERIENCED CLASSROOM TEACHER WITH ADDITIONAL SPECIALIZED TRAINING IN THE DISCIPLINE OF SCHOOL LIBRARIANSHIP.~~

~~IN THE RAPIDLY EVOLVING LIBRARY LANDSCAPE, TEACHER LIBRARIANS PROMOTE AND PROVIDE INFORMATION LITERACY EXPERTISE IN COLLABORATION WITH THE SCHOOL COMMUNITY.~~

~~THE MANAGEMENT OF A SCHOOL LIBRARY REQUIRES A SPECIAL SET OF SKILLS ABOVE AND BEYOND THOSE OF A CLASSROOM TEACHER. COLLECTION DEVELOPMENT AND MANAGEMENT, CATALOGING AND RESOURCE SHARING, TECHNOLOGY USE AND MAINTENANCE, BUDGETING, ETHICAL AND EFFECTIVE INFORMATION MANAGEMENT, SUPERVISION OF STAFF AND VOLUNTEERS, AND PROVIDING ONGOING PROFESSIONAL DEVELOPMENT FOR STAFF ARE JUST SOME OF THE UNIQUE EXPECTATIONS FOR TEACHER LIBRARIANS.~~

~~THIS DOCUMENT UTILIZES LANGUAGE AND IDEAS ADAPTED FROM THE IDAHO STANDARDS FOR LIBRARY SCIENCE~~

~~TEACHERS (2007) AND THE ALA/AASL STANDARDS FOR INITIAL PREPARATION OF SCHOOL LIBRARIANS (2010).~~

~~**STANDARD 1: LEARNER DEVELOPMENT – THE TEACHER UNDERSTANDS HOW LEARNERS GROW AND DEVELOP, RECOGNIZING THAT PATTERNS OF LEARNING AND DEVELOPMENT VARY INDIVIDUALLY WITHIN AND ACROSS THE COGNITIVE, LINGUISTIC, SOCIAL, EMOTIONAL, AND PHYSICAL AREAS, AND DESIGNS AND IMPLEMENTS DEVELOPMENTALLY APPROPRIATE AND CHALLENGING LEARNING EXPERIENCES.**~~

~~**STANDARD 2: LEARNING DIFFERENCES – THE TEACHER USES UNDERSTANDING OF INDIVIDUAL DIFFERENCES AND DIVERSE CULTURES AND COMMUNITIES TO ENSURE INCLUSIVE LEARNING ENVIRONMENTS THAT ENABLE EACH LEARNER TO MEET HIGH STANDARDS.**~~

~~KNOWLEDGE~~

~~2(a) – THE TEACHER LIBRARIAN IS AWARE OF AND RESPECTS THE DIVERSE CULTURES WITHIN THE ENTIRE LEARNING COMMUNITY.~~

~~2(b) – THE TEACHER LIBRARIAN IS AWARE OF READING AND INFORMATION MATERIALS IN A VARIETY OF FORMATS THAT SUPPORT THE DIVERSE DEVELOPMENTAL, COGNITIVE, SOCIAL, EMOTIONAL, AND LINGUISTIC NEEDS OF K-12 STUDENTS AND THEIR COMMUNITIES AND CULTURES.~~

~~2(c) – THE TEACHER LIBRARIAN RECOGNIZES THE IMPORTANCE OF CULTURALLY SIGNIFICANT LEARNING AND READING EXPERIENCES.~~

~~PERFORMANCE~~

~~2(d) – THE TEACHER LIBRARIAN DEVELOPS A COLLECTION OF READING AND INFORMATION MATERIALS IN A VARIETY OF FORMATS THAT SUPPORT THE DIVERSE DEVELOPMENTAL, COGNITIVE, SOCIAL, EMOTIONAL, AND LINGUISTIC NEEDS OF K-12 STUDENTS AND THEIR COMMUNITIES.~~

~~2(e) – THE TEACHER LIBRARIAN WORKS WITH ALL MEMBERS OF THE LEARNING COMMUNITY TO HELP DETERMINE AND LOCATE APPROPRIATE MATERIALS TO RESPECT THEIR CULTURAL DIVERSITY.~~

~~**STANDARD 3: LEARNING ENVIRONMENTS – THE TEACHER WORKS WITH OTHERS TO CREATE ENVIRONMENTS THAT SUPPORT INDIVIDUAL AND COLLABORATIVE LEARNING, AND THAT ENCOURAGE POSITIVE SOCIAL INTERACTION, ACTIVE ENGAGEMENT IN LEARNING, AND SELF-MOTIVATION.**~~

KNOWLEDGE

~~3(a) THE TEACHER LIBRARIAN HAS AN UNDERSTANDING OF EVOLVING LIBRARY SPACES THAT PROVIDE A POSITIVE, PRODUCTIVE LEARNING ENVIRONMENT, WITH ENOUGH TIME AND SPACE FOR ALL MEMBERS OF THE LEARNING COMMUNITY TO ACCESS AND UTILIZE RESOURCES AND TECHNOLOGY.~~

~~3(b) THE TEACHER LIBRARIAN KNOWS THE IMPORTANCE OF A BALANCED, ORGANIZED, AND VARIED LIBRARY COLLECTION THAT SUPPORTS CURRICULA, FULFILLS DIVERSE STUDENT, STAFF, AND COMMUNITY NEEDS, AND BRINGS A GLOBAL PERSPECTIVE INTO THE SCHOOL ENVIRONMENT.~~

PERFORMANCE

~~3(c) THE TEACHER LIBRARIAN CREATES A POSITIVE ENVIRONMENT TO PROMOTE AND MODEL THE HABIT OF LIFELONG READING AND LEARNING.~~

~~3(d) THE TEACHER LIBRARIAN SUPPORTS FLEXIBLE, OPEN ACCESS FOR LIBRARY SERVICES.~~

~~3(e) THE TEACHER LIBRARIAN DEMONSTRATES THE ABILITY TO DEVELOP SOLUTIONS FOR ADDRESSING PHYSICAL, SOCIAL AND INTELLECTUAL BARRIERS TO EQUITABLE ACCESS TO RESOURCES AND SERVICES.~~

~~3(f) THE TEACHER LIBRARIAN FACILITATES ACCESS TO INFORMATION IN A VARIETY OF FORMATS.~~

~~3(g) THE TEACHER LIBRARIAN ORGANIZES, ALLOCATES, AND MANAGES THE LIBRARY RESOURCES, FACILITIES, AND MATERIALS TO FOSTER A USER-FRIENDLY ENVIRONMENT.~~

~~3(h) THE TEACHER LIBRARIAN MODELS AND FACILITATES THE EFFECTIVE USE OF CURRENT AND EMERGING DIGITAL LITERACY TOOLS AND TECHNOLOGY.~~

~~3(i) THE TEACHER LIBRARIAN PROACTIVELY MANAGES THE UNPREDICTABLE TRAFFIC FLOW, ACCOUNTING FOR ACADEMIC VISITS, DROP-IN TRAFFIC, AND PATRON VISITS DURING NON-INSTRUCTIONAL TIMES, ENFORCING SCHOOL EXPECTATIONS WHILE MAINTAINING A POSITIVE CLIMATE.~~

~~**STANDARD 4: CONTENT KNOWLEDGE THE TEACHER UNDERSTANDS THE CENTRAL CONCEPTS, TOOLS OF INQUIRY, AND STRUCTURES OF THE DISCIPLINE(S) HE OR SHE TEACHES AND CREATES LEARNING EXPERIENCES**~~

~~THAT MAKE THE DISCIPLINE ACCESSIBLE AND MEANINGFUL FOR LEARNERS TO ASSURE MASTERY OF THE CONTENT.~~

~~KNOWLEDGE~~

~~4(a) THE TEACHER LIBRARIAN UNDERSTANDS THE DOCUMENTS AND POLICIES THAT PROMOTE INTELLECTUAL FREEDOM AND FREEDOM OF EXPRESSION.~~

~~4(b) THE TEACHER LIBRARIAN UNDERSTANDS COPYRIGHT LAWS, PLAGIARISM, AND FAIR USE STANDARDS.~~

~~4(c) THE TEACHER LIBRARIAN UNDERSTANDS THE CONCEPTS OF INFORMATION LITERACY (E.G., READING, INFORMATION, MEDIA, DIGITAL, AND VISUAL LITERACIES, INCLUDING SOCIAL MEDIA).~~

~~4(d) THE TEACHER LIBRARIAN IS FAMILIAR WITH A WIDE RANGE OF CHILDREN'S, YOUNG ADULT, AND PROFESSIONAL LITERATURE IN MULTIPLE FORMATS AND LANGUAGES TO SUPPORT READING FOR INFORMATION, PLEASURE, AND LIFELONG LEARNING.~~

~~4(e) THE TEACHER LIBRARIAN UNDERSTANDS THE PROCESS OF CATALOGING AND CLASSIFYING LIBRARY MATERIALS USING PROFESSIONAL LIBRARY STANDARDS.~~

~~4(f) THE TEACHER LIBRARIAN UNDERSTANDS THE PROCESS OF INFORMATION RETRIEVAL AND RESOURCE SHARING.~~

~~4(g) THE TEACHER LIBRARIAN UNDERSTANDS MANAGEMENT TECHNIQUES, INCLUDING TIME MANAGEMENT AND SUPERVISION THAT ENSURE THE EFFICIENT OPERATION OF THE SCHOOL LIBRARY.~~

~~4(h) THE TEACHER LIBRARIAN UNDERSTANDS THE PRINCIPLES OF BASIC BUDGET PLANNING, COLLECTION DEVELOPMENT (E.G., SELECTION, PROCESSING, AND DISCARDING), AND THE GRANT APPLICATION PROCESS.~~

~~4(i) THE TEACHER LIBRARIAN UNDERSTANDS THE IMPORTANCE OF POLICIES AND PROCEDURES THAT SUPPORT TEACHING AND LEARNING IN SCHOOL LIBRARIES.~~

~~4(j) THE TEACHER LIBRARIAN UNDERSTANDS THE IMPORTANCE OF THEIR ROLE IN DEVELOPING AND PROMOTING READING (E.G., READING ALOUD TO STUDENTS AND BOOK TALKS).~~

~~PERFORMANCE~~

~~4(k) THE TEACHER LIBRARIAN ADHERES TO THE LEGAL AND ETHICAL TENETS EXPRESSED IN THE ALA POLICY ON CONFIDENTIALITY OF LIBRARY RECORDS, PRIVACY: AN INTERPRETATION OF THE LIBRARY BILL OF RIGHTS, AND THE ALA CODE OF ETHICS.~~

~~4(l) THE TEACHER LIBRARIAN TEACHES AND MODELS THE CONCEPTS OF INFORMATION LITERACY (E.G., READING, INFORMATION, MEDIA, DIGITAL, AND VISUAL LITERACIES, INCLUDING SOCIAL MEDIA).~~

~~4(m) THE TEACHER LIBRARIAN READS, RECOMMENDS, AND PROMOTES A WIDE AND DIVERSE RANGE OF CHILDREN'S AND YOUNG ADULT LITERATURE IN MULTIPLE FORMATS THAT REFLECT CULTURAL DIVERSITY TO FOSTER HABITS OF CREATIVE EXPRESSION AND SUPPORT READING FOR INFORMATION, PLEASURE, AND LIFELONG LEARNING.~~

~~4(n) THE TEACHER LIBRARIAN CATALOGS AND CLASSIFIES LIBRARY MATERIALS USING PROFESSIONAL LIBRARY STANDARDS.~~

~~4(o) THE TEACHER LIBRARIAN INITIATES AND PARTICIPATES IN RESOURCE SHARING WITH PUBLIC, ACADEMIC, AND SPECIAL LIBRARIES, AND WITH NETWORKS AND LIBRARY CONSORTIA.~~

~~4(p) THE TEACHER LIBRARIAN ORGANIZES, ALLOCATES, AND MANAGES THE LIBRARY RESOURCES, FACILITIES, TIME, ACTIVITIES, AND MATERIALS TO PROVIDE A BROAD RANGE OF OPPORTUNITIES FOR LEARNING.~~

~~4(q) THE TEACHER LIBRARIAN ADMINISTERS AND TRAINS STAFF TO ENSURE AN EFFECTIVE SCHOOL LIBRARY PROGRAM.~~

~~4(r) THE TEACHER LIBRARIAN UTILIZES BEST PRACTICES TO PLAN AND BUDGET RESOURCES IN A FISCALLY RESPONSIBLE MANNER.~~

~~4(s) THE TEACHER LIBRARIAN USES PROFESSIONAL RESOURCES THAT PROVIDE GUIDANCE IN THE SELECTION OF QUALITY MATERIALS AND MAINTAINS CURRENT AWARENESS OF THE LIBRARY FIELD.~~

~~4(t) THE TEACHER LIBRARIAN SUPPORTS THE STAFF BY LOCATING AND PROVIDING RESOURCES THAT ENABLE MEMBERS OF THE LEARNING COMMUNITY TO BECOME EFFECTIVE USERS OF IDEAS AND INFORMATION.~~

~~4(u) THE TEACHER LIBRARIAN DEVELOPS, IMPLEMENT, AND EVALUATE POLICIES AND PROCEDURES THAT SUPPORT TEACHING AND LEARNING IN SCHOOL LIBRARIES.~~

~~**STANDARD 5: APPLICATION OF CONTENT – THE TEACHER UNDERSTANDS HOW TO CONNECT CONCEPTS AND USE DIFFERING PERSPECTIVES TO ENGAGE LEARNERS IN CRITICAL THINKING, CREATIVITY, AND COLLABORATIVE PROBLEM SOLVING RELATED TO AUTHENTIC LOCAL AND GLOBAL ISSUES.**~~

~~**KNOWLEDGE**~~

~~5(a) THE TEACHER LIBRARIAN UNDERSTANDS THE SCOPE AND SEQUENCE OF CURRICULA, HOW THEY INTERRELATE, AND THE INFORMATION RESOURCES NEEDED TO SUPPORT THEM.~~

~~5(b) THE TEACHER LIBRARIAN HAS A WIDE RANGE OF CROSS-CURRICULAR INTERESTS AND A BROAD SET OF INTERDISCIPLINARY RESEARCH SKILLS.~~

~~**PERFORMANCE**~~

~~5(c) THE TEACHER LIBRARIAN PARTICIPATES ON COLLABORATIVE TEACHING TEAMS AS A PEER OR LEADER TO INTEGRATE INFORMATION SKILLS, PROVIDE ACCESS TO RESOURCES, AND PROMOTE EFFECTIVE USE OF TECHNOLOGY ACROSS THE CURRICULUM.~~

~~5(d) THE TEACHER LIBRARIAN MODELS AND INSTRUCTS MULTIPLE STRATEGIES FOR STUDENTS, OTHER TEACHERS, AND ADMINISTRATORS TO LOCATE, SELECT, EVALUATE, AND ETHICALLY USE INFORMATION FOR SPECIFIC PURPOSES.~~

~~5(e) THE TEACHER LIBRARIAN DETERMINES COLLECTION DEVELOPMENT NEEDS BASED ON A VARIETY OF INPUT, INCLUDING CURRICULA, PATRON INPUT, CIRCULATION STATISTICS, AND PROFESSIONAL RESOURCES.~~

~~5(f) THE TEACHER LIBRARIAN PROMOTES APPROPRIATE USE OF RELEVANT AND RELIABLE INFORMATION AND INSTRUCTION TECHNOLOGIES.~~

~~**STANDARD 6: ASSESSMENT – THE TEACHER UNDERSTANDS AND USES MULTIPLE METHODS OF ASSESSMENT TO ENGAGE LEARNERS IN THEIR OWN GROWTH, TO MONITOR LEARNER PROGRESS, AND TO GUIDE THE TEACHER’S AND LEARNER’S DECISION MAKING.**~~

~~**KNOWLEDGE**~~

~~6(a) THE TEACHER LIBRARIAN UNDERSTANDS MANY METHODS OF ASSESSING THE LIBRARY PROGRAM.~~

~~6(b) THE TEACHER LIBRARIAN HAS AN AWARENESS OF A WIDE VARIETY OF FORMATIVE AND SUMMATIVE ASSESSMENT STRATEGIES TO MONITOR STUDENT PROGRESS.~~

~~PERFORMANCE~~

~~6(c) THE TEACHER LIBRARIAN COMMUNICATES AND COLLABORATES WITH STUDENTS, TEACHERS, ADMINISTRATORS, AND COMMUNITY MEMBERS TO DEVELOP A LIBRARY PROGRAM THAT ALIGNS RESOURCES, SERVICES, AND STANDARDS WITH THE SCHOOL'S MISSION.~~

~~6(d) THE TEACHER LIBRARIAN MAKES EFFECTIVE USE OF DATA AND INFORMATION TO ASSESS HOW THE LIBRARY PROGRAM ADDRESSES THE NEEDS OF DIVERSE COMMUNITIES.~~

~~6(e) THE TEACHER LIBRARIAN COLLABORATES WITH OTHER TEACHERS TO CREATE STUDENT ASSESSMENT OPPORTUNITIES IN A VARIETY OF FORMATS.~~

~~**STANDARD 7: PLANNING FOR INSTRUCTION – THE TEACHER PLANS INSTRUCTION THAT SUPPORTS EVERY STUDENT IN MEETING RIGOROUS LEARNING GOALS BY DRAWING UPON KNOWLEDGE OF CONTENT AREAS, CURRICULUM, CROSS-DISCIPLINARY SKILLS, AND PEDAGOGY, AS WELL AS KNOWLEDGE OF LEARNERS AND THE COMMUNITY CONTEXT.**~~

~~KNOWLEDGE~~

~~7(a) THE TEACHER LIBRARIAN UNDERSTANDS HOW TO DEVELOP AND IMPLEMENT THE SCHOOL LIBRARY PROGRAM THAT REFLECTS THE MISSION, GOALS, AND OBJECTIVES OF THE SCHOOL.~~

~~7(b) THE TEACHER LIBRARIAN UNDERSTANDS EFFECTIVE PRINCIPLES OF TEACHING AND LEARNING IN COLLABORATIVE PARTNERSHIP WITH OTHER EDUCATORS.~~

~~7(c) THE TEACHER LIBRARIAN ACKNOWLEDGES THE IMPORTANCE OF PARTICIPATING IN CURRICULUM DEVELOPMENT.~~

~~PERFORMANCE~~

~~7(d) THE TEACHER LIBRARIAN DEVELOPS AND IMPLEMENTS THE SCHOOL LIBRARY MISSION, GOALS, OBJECTIVES, POLICIES, AND PROCEDURES.~~

~~7(e) THE TEACHER LIBRARIAN IDENTIFIES APPROPRIATE SERVICES, RESOURCES, AND TECHNOLOGY TO MEET DIVERSE LEARNING NEEDS.~~

~~7(f) THE TEACHER LIBRARIAN INCLUDES A VARIETY OF READING AND INFORMATION MATERIALS IN INSTRUCTION AND PROMPTS STUDENTS THROUGH QUESTIONING TECHNIQUES TO IMPROVE PERFORMANCE.~~

~~7(g) THE TEACHER LIBRARIAN COLLABORATES WITH OTHER TEACHERS AS THEY CREATE, IMPLEMENT, AND EVALUATE LESSONS, AND MODELS THE USE OF INFORMATION TOOLS TO MEET THE DEVELOPMENTAL AND INDIVIDUAL NEEDS OF DIVERSE STUDENTS.~~

~~7(h) THE TEACHER LIBRARIAN USES APPROPRIATE PRINT AND/OR ELECTRONIC INSTRUCTIONAL RESOURCES TO DESIGN LEARNING EXPERIENCES.~~

~~7(i) THE TEACHER LIBRARIAN MODELS, SHARES, AND PROMOTES EFFECTIVE PRINCIPLES OF TEACHING AND LEARNING IN COLLABORATIVE PARTNERSHIP WITH OTHER EDUCATORS.~~

~~7(j) THE TEACHER LIBRARIAN ENGAGES IN SCHOOL IMPROVEMENT PROCESSES BY OFFERING PROFESSIONAL DEVELOPMENT TO OTHER EDUCATORS AS IT RELATES TO LIBRARY AND INFORMATION USE.~~

~~**STANDARD 8: INSTRUCTIONAL STRATEGIES THE TEACHER UNDERSTANDS AND USES A VARIETY OF INSTRUCTIONAL STRATEGIES TO ENCOURAGE LEARNERS TO DEVELOP DEEP UNDERSTANDING OF CONTENT AREAS AND THEIR CONNECTIONS, AND TO BUILD SKILLS TO APPLY KNOWLEDGE IN MEANINGFUL WAYS.**~~

~~KNOWLEDGE~~

~~8(a) THE TEACHER LIBRARIAN UNDERSTANDS HOW TWENTY-FIRST CENTURY LITERACY SKILLS SUPPORT THE LEARNING NEEDS OF THE SCHOOL COMMUNITY.~~

~~8(b) THE TEACHER LIBRARIAN RECOGNIZES THAT THE EFFECTIVE USE OF CURRENT AND EMERGING DIGITAL TOOLS TO LOCATE, ANALYZE, EVALUATE, AND USE INFORMATION RESOURCES WILL SUPPORT RESEARCHING, LEARNING, CREATING, AND COMMUNICATING IN A DIGITAL SOCIETY.~~

~~PERFORMANCE~~

~~8(c) THE TEACHER LIBRARIAN DESIGNS AND ADAPTS RELEVANT LEARNING EXPERIENCES THAT ENGAGE STUDENTS IN AUTHENTIC LEARNING THROUGH THE USE OF DIGITAL TOOLS AND RESOURCES.~~

~~8(d) THE TEACHER LIBRARIAN STIMULATES CRITICAL THINKING THROUGH THE SKILLFUL USE OF QUESTIONING TECHNIQUES, AND GUIDES STUDENTS AND STAFF IN THE SELECTION OF MATERIALS AND INFORMATION FOR READING, WRITING, VIEWING, SPEAKING, LISTENING, AND PRESENTING.~~

~~8(e) THE TEACHER LIBRARIAN PROVIDES OPPORTUNITIES TO FOSTER AND MODEL HIGHER ORDER THINKING SKILLS AND METACOGNITION.~~

~~8(f) THE TEACHER LIBRARIAN PROVIDES ACCESS TO INFORMATION FROM A VARIETY OF SOURCES TO ENRICH LEARNING FOR STUDENTS AND STAFF.~~

~~8(g) THE TEACHER LIBRARIAN USES APPROPRIATE INSTRUCTIONAL RESOURCES IN A VARIETY OF FORMATS TO DESIGN LEARNING EXPERIENCES.~~

~~8(h) THE TEACHER LIBRARIAN EMPLOYS STRATEGIES TO INTEGRATE MULTIPLE LITERACIES WITH CONTENT CURRICULUM.~~

~~8(i) THE TEACHER LIBRARIAN INTEGRATES THE USE OF EMERGING TECHNOLOGIES AS A MEANS FOR EFFECTIVE AND CREATIVE TEACHING AND TO SUPPORT K-12 STUDENTS' CONCEPTUAL UNDERSTANDING, CRITICAL THINKING AND CREATIVE PROCESSES.~~

~~8(j) THE TEACHER LIBRARIAN COLLABORATES WITH CLASSROOM TEACHERS TO REINFORCE A WIDE VARIETY OF READING INSTRUCTIONAL STRATEGIES TO ENSURE K-12 STUDENTS ARE ABLE TO CREATE MEANING FROM TEXT.~~

~~8(k) THE TEACHER LIBRARIAN SERVES ALL MEMBERS OF THE LEARNING COMMUNITY AS FACILITATOR, COACH, GUIDE, LISTENER, TRAINER, AND MENTOR.~~

~~8(l) THE TEACHER LIBRARIAN DESIGNS AND IMPLEMENTS DEVELOPMENTALLY APPROPRIATE AND CHALLENGING LEARNING EXPERIENCES, BOTH INDEPENDENTLY AND IN COLLABORATION WITH OTHER TEACHERS.~~

~~**STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE THE TEACHER ENGAGES IN ONGOING PROFESSIONAL LEARNING AND USES EVIDENCE TO CONTINUALLY EVALUATE HIS/HER PRACTICE, PARTICULARLY THE EFFECTS OF HIS/HER CHOICES AND ACTIONS ON OTHERS (LEARNERS, FAMILIES, OTHER PROFESSIONALS, AND THE**~~

~~COMMUNITY), AND ADAPTS PRACTICE TO MEET THE NEEDS OF EACH LEARNER.~~

~~KNOWLEDGE~~

~~9(a) THE TEACHER LIBRARIAN UNDERSTANDS THE DOCUMENTS AND POLICIES THAT PROMOTE INTELLECTUAL FREEDOM AND FREEDOM OF EXPRESSION.~~

~~9(b) THE TEACHER LIBRARIAN UNDERSTANDS THE PARAMETERS OF INFORMATION ACCESS, RESOURCE SHARING, AND OWNERSHIP BASED ON PRINCIPLES OF INTELLECTUAL FREEDOM AND COPYRIGHT GUIDELINES.~~

~~9(c) THE TEACHER LIBRARIAN UNDERSTANDS CONFIDENTIALITY ISSUES RELATED TO LIBRARY RECORDS.~~

~~9(d) THE TEACHER LIBRARIAN RECOGNIZES THE IMPORTANCE OF EVALUATING PRACTICE FOR IMPROVEMENT OF THE SCHOOL LIBRARY PROGRAM.~~

~~PERFORMANCE~~

~~9(e) THE TEACHER LIBRARIAN PRACTICES THE ETHICAL PRINCIPLES OF THE PROFESSION, ADVOCATES FOR INTELLECTUAL FREEDOM AND PRIVACY, AND PROMOTES AND MODELS DIGITAL CITIZENSHIP AND RESPONSIBILITY.~~

~~9(f) THE TEACHER LIBRARIAN EDUCATES THE SCHOOL COMMUNITY ON THE ETHICAL USE OF INFORMATION AND IDEAS.~~

~~9(g) THE TEACHER LIBRARIAN USES EVIDENCE-BASED RESEARCH TO COLLECT, INTERPRET, AND USE DATA TO IMPROVE PRACTICE IN SCHOOL LIBRARIES.~~

~~9(h) THE TEACHER LIBRARIAN MODELS A STRONG COMMITMENT TO THE PROFESSION BY PARTICIPATING IN PROFESSIONAL GROWTH AND LEADERSHIP OPPORTUNITIES, SUCH AS PROFESSIONAL LEARNING COMMUNITIES, MEMBERSHIP IN LIBRARY ASSOCIATIONS, ATTENDANCE AT PROFESSIONAL CONFERENCES, AND READING PROFESSIONAL PUBLICATIONS.~~

~~9(i) THE TEACHER LIBRARIAN USES PROFESSIONAL RESOURCES TO KEEP CURRENT IN THE FIELD AND TO ASSIST IN THE SELECTION OF QUALITY MATERIALS.~~

~~STANDARD 10: LEADERSHIP AND COLLABORATION THE TEACHER SEEKS APPROPRIATE LEADERSHIP ROLES AND OPPORTUNITIES TO TAKE RESPONSIBILITY FOR STUDENT LEARNING, TO COLLABORATE WITH LEARNERS, FAMILIES, COLLEAGUES, OTHER SCHOOL PROFESSIONALS, AND COMMUNITY MEMBERS TO ENSURE LEARNER GROWTH, AND TO ADVANCE THE PROFESSION.~~

KNOWLEDGE

~~10(a) THE TEACHER LIBRARIAN UNDERSTANDS VARIOUS COMMUNICATION AND PUBLIC RELATIONS STRATEGIES.~~

~~10(b) THE TEACHER LIBRARIAN UNDERSTANDS THE ROLE AND RELATIONSHIP OF THE SCHOOL LIBRARY PROGRAM'S IMPACT ON STUDENT ACADEMIC ACHIEVEMENT WITHIN THE CONTEXT OF CURRENT EDUCATIONAL INITIATIVES.~~

~~10(c) THE TEACHER LIBRARIAN RECOGNIZES THE VALUE OF SHARING EXPERTISE WITH COLLEAGUES.~~

PERFORMANCE

~~10(d) THE TEACHER LIBRARIAN MODELS AND PROMOTES LIFELONG READING FOR PURPOSES OF SEEKING INFORMATION, KNOWLEDGE, PLEASURE, AND LEARNING.~~

~~10(e) THE TEACHER LIBRARIAN COLLABORATES WITH COLLEAGUES AND STUDENTS TO ASSESS, INTERPRET, AND COMMUNICATE INFORMATION.~~

~~10(f) THE TEACHER LIBRARIAN PARTICIPATES IN DECISION-MAKING GROUPS TO CONTINUALLY IMPROVE LIBRARY SERVICES.~~

~~10(g) THE TEACHER LIBRARIAN PARTICIPATES ON COLLABORATIVE TEACHING TEAMS AS A PEER OR LEADER TO INTEGRATE INFORMATION SKILLS, PROVIDE ACCESS TO RESOURCES, AND PROMOTE EFFECTIVE USE OF TECHNOLOGY ACROSS THE CURRICULUM.~~

~~10(h) THE TEACHER LIBRARIAN DEMONSTRATES THE ABILITY TO ESTABLISH CONNECTIONS WITH OTHER LIBRARIES AND TO STRENGTHEN COOPERATION AMONG LIBRARY COLLEAGUES FOR RESOURCE SHARING, NETWORKING, AND FACILITATING ACCESS TO INFORMATION.~~

~~10(i) THE TEACHER LIBRARIAN ARTICULATES THE ROLE AND RELATIONSHIP OF THE SCHOOL LIBRARY PROGRAM'S IMPACT ON STUDENT~~

~~ACADEMIC ACHIEVEMENT WITHIN THE CONTEXT OF CURRENT EDUCATIONAL INITIATIVES.~~

~~10(j) THE TEACHER LIBRARIAN IDENTIFIES STAKEHOLDERS WITHIN AND OUTSIDE THE SCHOOL COMMUNITY WHO IMPACT THE SCHOOL LIBRARY PROGRAM.~~

~~10(k) THE TEACHER LIBRARIAN ADVOCATES FOR SCHOOL LIBRARY AND INFORMATION PROGRAMS, RESOURCES, SERVICES, AND THE LIBRARY PROFESSION.~~

~~10(l) THE TEACHER LIBRARIAN SEEKS TO SHARE EXPERTISE WITH OTHERS THROUGH IN SERVICE, LOCAL CONFERENCES AND OTHER VENUES.~~

~~IDAHO FOUNDATION STANDARDS FOR VISUAL AND PERFORMING ARTS TEACHERS~~

~~ALL TEACHER CANDIDATES ARE EXPECTED TO MEET THE IDAHO CORE TEACHER STANDARDS AND THE STANDARDS SPECIFIC TO THEIR DISCIPLINE AREA(S) AT THE "ACCEPTABLE" LEVEL OR ABOVE. ADDITIONALLY, ALL TEACHER CANDIDATES ARE EXPECTED TO MEET THE REQUIREMENTS DEFINED IN STATE BOARD RULE (IDAPA 08.02.02: RULES GOVERNING UNIFORMITY).~~

~~THE FOLLOWING KNOWLEDGE AND PERFORMANCE STATEMENTS FOR THE VISUAL AND PERFORMING ARTS TEACHER STANDARDS ARE WIDELY RECOGNIZED, BUT NOT ALL ENCOMPASSING OR ABSOLUTE, INDICATORS THAT TEACHER CANDIDATES HAVE MET THE STANDARDS. THE EVIDENCE VALIDATING CANDIDATES' ABILITY TO DEMONSTRATE THESE STANDARDS SHALL BE COLLECTED FROM A VARIETY OF SETTINGS INCLUDING, BUT NOT LIMITED TO, COURSES, PRACTICUM, AND FIELD EXPERIENCES. IT IS THE RESPONSIBILITY OF A TEACHER PREPARATION PROGRAM TO USE INDICATORS IN A MANNER THAT IS CONSISTENT WITH ITS CONCEPTUAL FRAMEWORK AND THAT ASSURES ATTAINMENT OF THE STANDARDS.~~

~~AN IMPORTANT COMPONENT OF THE TEACHING PROFESSION IS A CANDIDATE'S DISPOSITION. PROFESSIONAL DISPOSITIONS ARE HOW CANDIDATES VIEW THE TEACHING PROFESSION, THEIR CONTENT AREA, AND/OR STUDENTS AND THEIR LEARNING. EVERY TEACHER PREPARATION PROGRAM AT EACH INSTITUTION IS RESPONSIBLE FOR ESTABLISHING AND PROMOTING A COMPREHENSIVE SET OF GUIDELINES FOR CANDIDATE DISPOSITIONS.~~

~~**STANDARD 1: LEARNER DEVELOPMENT. THE TEACHER UNDERSTANDS HOW LEARNERS GROW AND DEVELOP, RECOGNIZING THAT PATTERNS OF LEARNING AND DEVELOPMENT VARY INDIVIDUALLY WITHIN AND ACROSS THE COGNITIVE, LINGUISTIC, SOCIAL, EMOTIONAL, AND PHYSICAL AREAS, AND DESIGNS AND IMPLEMENTS DEVELOPMENTALLY APPROPRIATE AND CHALLENGING LEARNING EXPERIENCES.**~~

~~**STANDARD 2: LEARNING DIFFERENCES. THE TEACHER USES UNDERSTANDING OF INDIVIDUAL DIFFERENCES AND DIVERSE CULTURES AND COMMUNITIES TO ENSURE INCLUSIVE LEARNING ENVIRONMENTS THAT ENABLE EACH LEARNER TO MEET HIGH STANDARDS.**~~

KNOWLEDGE

~~2(a) THE TEACHER UNDERSTANDS THE IMPACT OF THE ARTS ON STUDENTS WITH EXCEPTIONAL NEEDS, INCLUDING THOSE ASSOCIATED WITH DISABILITIES, GIFTEDNESS, SECOND LANGUAGE ACQUISITION, AND AT-RISK STUDENTS.~~

~~STANDARD 3: LEARNING ENVIRONMENTS. THE TEACHER WORKS WITH OTHERS TO CREATE ENVIRONMENTS THAT SUPPORT INDIVIDUAL AND COLLABORATIVE LEARNING, AND THAT ENCOURAGE POSITIVE SOCIAL INTERACTION, ACTIVE ENGAGEMENT IN LEARNING, AND SELF-MOTIVATION.~~

~~STANDARD 4: CONTENT KNOWLEDGE. THE TEACHER UNDERSTANDS THE CENTRAL CONCEPTS, TOOLS OF INQUIRY, AND STRUCTURES OF THE DISCIPLINE(S) HE OR SHE TEACHES AND CREATES LEARNING EXPERIENCES THAT MAKE THE DISCIPLINE ACCESSIBLE AND MEANINGFUL FOR LEARNERS TO ASSURE MASTERY OF THE CONTENT.~~

KNOWLEDGE

~~4(a) THE TEACHER UNDERSTANDS THE HISTORY AND FOUNDATION OF ARTS EDUCATION.~~

~~4(b) THE TEACHER UNDERSTANDS THE PROCESSES AND CONTENT OF THE ARTS DISCIPLINE BEING TAUGHT.~~

~~4(c) THE TEACHER UNDERSTANDS HOW TO OBSERVE, DESCRIBE, INTERPRET, CRITIQUE, AND ASSESS THE ARTS DISCIPLINE BEING TAUGHT.~~

~~4(d) THE TEACHER UNDERSTANDS THE CULTURAL, HISTORICAL, AND CONTEMPORARY CONTEXTS SURROUNDING WORKS OF ART.~~

~~4(e) THE TEACHER UNDERSTANDS THAT THE ARTS COMMUNICATE, CHALLENGE, AND INFLUENCE CULTURE AND SOCIETY.~~

~~4(f) THE TEACHER UNDERSTANDS THE AESTHETIC PURPOSES OF THE ARTS AND THAT ARTS INVOLVE A VARIETY OF PERSPECTIVES AND VIEWPOINTS.~~

~~4(g) THE TEACHER UNDERSTANDS HOW TO SELECT AND EVALUATE A RANGE OF ARTISTIC SUBJECT MATTER AND IDEAS APPROPRIATE FOR STUDENTS' PERSONAL AND/OR CAREER INTERESTS.~~

~~4(h) THE TEACHER UNDERSTANDS CONNECTIONS BETWEEN ART CURRICULUM AND VOCATIONAL OPPORTUNITIES.~~

~~PERFORMANCE~~

~~4(i) THE TEACHER INSTRUCTS, DEMONSTRATES, AND MODELS TECHNICAL AND EXPRESSIVE PROFICIENCY IN THE PARTICULAR ARTS DISCIPLINE BEING TAUGHT.~~

~~STANDARD 5: APPLICATION OF CONTENT. THE TEACHER UNDERSTANDS HOW TO CONNECT CONCEPTS AND USE DIFFERING PERSPECTIVES TO ENGAGE LEARNERS IN CRITICAL THINKING, CREATIVITY, AND COLLABORATIVE PROBLEM SOLVING RELATED TO AUTHENTIC LOCAL AND GLOBAL ISSUES.~~

~~KNOWLEDGE~~

~~5(a) THE TEACHER UNDERSTANDS THE RELATIONSHIPS BETWEEN THE ARTS AND HOW THE ARTS ARE VITAL TO ALL CONTENT AREAS.~~

~~PERFORMANCE~~

~~5(b) THE TEACHER ENGAGES STUDENTS IN IDENTIFYING RELATIONSHIPS BETWEEN THE ARTS AND OTHER CONTENT AREAS.~~

~~5(c) THE TEACHER INSTRUCTS STUDENTS IN MAKING OBSERVATIONS, INTERPRETATIONS, AND JUDGMENTS ABOUT THEIR OWN ARTWORKS AND THE WORKS OF OTHER ARTISTS.~~

~~STANDARD 6: ASSESSMENT. THE TEACHER UNDERSTANDS AND USES MULTIPLE METHODS OF ASSESSMENT TO ENGAGE LEARNERS IN THEIR OWN GROWTH, TO MONITOR LEARNER PROGRESS, AND TO GUIDE THE TEACHER'S AND LEARNER'S DECISION MAKING.~~

~~KNOWLEDGE~~

~~6(a) THE TEACHER UNDERSTANDS ASSESSMENT STRATEGIES SPECIFIC TO CREATING, PERFORMING, AND RESPONDING.~~

~~6(b) THE TEACHER UNDERSTANDS HOW ARTS ASSESSMENTS STRATEGIES (E.G., PORTFOLIO, CRITIQUE, PERFORMANCE/PRESENTATION) SPECIFIC TO THE ARTS ENHANCE EVALUATION, AS WELL AS STUDENT KNOWLEDGE AND PERFORMANCE.~~

~~PERFORMANCE~~

~~6(c) THE TEACHER ASSESSES STUDENT WORK SPECIFIC TO CREATING, PERFORMING, AND RESPONDING.~~

~~STANDARD 7: PLANNING FOR INSTRUCTION. THE TEACHER PLANS INSTRUCTION THAT SUPPORTS EVERY STUDENT IN MEETING RIGOROUS LEARNING GOALS BY DRAWING UPON KNOWLEDGE OF CONTENT AREAS, CURRICULUM, CROSS-DISCIPLINARY SKILLS, AND PEDAGOGY, AS WELL AS KNOWLEDGE OF LEARNERS AND THE COMMUNITY CONTEXT.~~

~~KNOWLEDGE~~

~~7(a) THE TEACHER UNDERSTANDS THAT INSTRUCTIONAL PLANNING FOR THE ARTS TEACHER INCLUDES ACQUISITION AND MANAGEMENT OF MATERIALS, TECHNOLOGY, EQUIPMENT, AND USE OF PHYSICAL SPACE.~~

~~STANDARD 8: INSTRUCTIONAL STRATEGIES. THE TEACHER UNDERSTANDS AND USES A VARIETY OF INSTRUCTIONAL STRATEGIES TO ENCOURAGE LEARNERS TO DEVELOP DEEP UNDERSTANDING OF CONTENT AREAS AND THEIR CONNECTIONS, AND TO BUILD SKILLS TO APPLY KNOWLEDGE IN MEANINGFUL WAYS.~~

~~STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE. THE TEACHER ENGAGES IN ONGOING PROFESSIONAL LEARNING AND USES EVIDENCE TO CONTINUALLY EVALUATE HIS/HER PRACTICE, PARTICULARLY THE EFFECTS OF HIS/HER CHOICES AND ACTIONS ON OTHERS (LEARNERS, FAMILIES, OTHER PROFESSIONALS, AND THE COMMUNITY), AND ADAPTS PRACTICE TO MEET THE NEEDS OF EACH LEARNER.~~

~~KNOWLEDGE~~

~~9(a) THE TEACHER UNDERSTANDS REGULATIONS REGARDING COPYRIGHT LAWS.~~

~~STANDARD 10: LEADERSHIP AND COLLABORATION. THE TEACHER SEEKS APPROPRIATE LEADERSHIP ROLES AND OPPORTUNITIES TO TAKE RESPONSIBILITY FOR STUDENT LEARNING, TO COLLABORATE WITH LEARNERS, FAMILIES, COLLEAGUES, OTHER SCHOOL PROFESSIONALS, AND COMMUNITY MEMBERS TO ENSURE LEARNER GROWTH, AND TO ADVANCE THE PROFESSION.~~

~~KNOWLEDGE~~

~~10(a) THE TEACHER UNDERSTANDS APPROPRIATE ADMINISTRATIVE, FINANCIAL, MANAGEMENT, AND ORGANIZATIONAL ASPECTS SPECIFIC TO THE SCHOOL/DISTRICT ARTS PROGRAM AND ITS COMMUNITY PARTNERS.~~

~~10(b) THE TEACHER UNDERSTANDS THE UNIQUE RELATIONSHIPS BETWEEN THE ARTS AND THEIR AUDIENCES.~~

~~PERFORMANCE~~

~~10(c) THE TEACHER PROMOTES THE ARTS FOR THE ENHANCEMENT OF THE SCHOOL, THE COMMUNITY, AND SOCIETY.~~

~~10(d) THE TEACHER SELECTS AND CREATES ART EXHIBITS AND PERFORMANCES THAT ARE APPROPRIATE FOR DIFFERENT AUDIENCES.~~

~~STANDARD 11: SAFETY AND MANAGEMENT – THE TEACHER CREATES A SAFE, PRODUCTIVE PHYSICAL LEARNING ENVIRONMENT, INCLUDING MANAGEMENT OF TOOLS, SUPPLIES, EQUIPMENT, AND SPACE.~~

KNOWLEDGE

~~11(a) THE TEACHER KNOWS THE PROCEDURES FOR SAFELY HANDLING, OPERATING, STORING, AND MAINTAINING THE TOOLS AND EQUIPMENT APPROPRIATE TO HIS OR HER ARTS DISCIPLINE.~~

~~11(b) THE TEACHER UNDERSTANDS THE USE AND MANAGEMENT OF NECESSARY PERFORMANCE AND EXHIBIT TOOLS AND EQUIPMENT SPECIFIC TO HIS OR HER DISCIPLINE.~~

PERFORMANCE

~~11(c) THE TEACHER ESTABLISHED PROCEDURES THAT ENSURE STUDENTS HAVE THE SKILLS AND KNOWLEDGE NECESSARY TO ACCOMPLISH TASKS SAFELY.~~

~~11(d) THE TEACHER MANAGES THE SIMULTANEOUS ACTIVITIES THAT TAKE PLACE DAILY IN THE ARTS CLASSROOM.~~

~~IDAHO STANDARDS FOR MUSIC TEACHERS~~

~~ALL TEACHER CANDIDATES ARE EXPECTED TO MEET THE IDAHO CORE TEACHER STANDARDS AND THE STANDARDS SPECIFIC TO THEIR DISCIPLINE AREA(S) AT THE "ACCEPTABLE" LEVEL OR ABOVE. ADDITIONALLY, ALL TEACHER CANDIDATES ARE EXPECTED TO MEET THE REQUIREMENTS DEFINED IN STATE BOARD RULE (IDAPA 08.02.02: RULES GOVERNING UNIFORMITY).~~

~~THE FOLLOWING KNOWLEDGE AND PERFORMANCE STATEMENTS FOR THE MUSIC TEACHER STANDARDS ARE WIDELY RECOGNIZED, BUT NOT ALL ENCOMPASSING OR ABSOLUTE, INDICATORS THAT TEACHER CANDIDATES HAVE MET THE STANDARDS. THE EVIDENCE VALIDATING CANDIDATES' ABILITY TO DEMONSTRATE THESE STANDARDS SHALL BE COLLECTED FROM A VARIETY OF SETTINGS INCLUDING, BUT NOT LIMITED TO, COURSES, PRACTICUM, AND FIELD EXPERIENCES. IT IS THE RESPONSIBILITY OF A TEACHER PREPARATION PROGRAM TO USE INDICATORS IN A MANNER THAT IS CONSISTENT WITH ITS CONCEPTUAL FRAMEWORK AND THAT ASSURES ATTAINMENT OF THE STANDARDS.~~

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~~**STANDARD 1: LEARNER DEVELOPMENT. THE TEACHER UNDERSTANDS HOW LEARNERS GROW AND DEVELOP, RECOGNIZING THAT PATTERNS OF LEARNING AND DEVELOPMENT VARY INDIVIDUALLY WITHIN AND ACROSS THE COGNITIVE, LINGUISTIC, SOCIAL, EMOTIONAL, AND PHYSICAL AREAS, AND DESIGNS AND IMPLEMENTS DEVELOPMENTALLY APPROPRIATE AND CHALLENGING LEARNING EXPERIENCES.**~~

~~**STANDARD 2: LEARNING DIFFERENCES. THE TEACHER USES UNDERSTANDING OF INDIVIDUAL DIFFERENCES AND DIVERSE CULTURES AND COMMUNITIES TO ENSURE INCLUSIVE LEARNING ENVIRONMENTS THAT ENABLE EACH LEARNER TO MEET HIGH STANDARDS.**~~

~~STANDARD 3: LEARNING ENVIRONMENTS. THE TEACHER WORKS WITH OTHERS TO CREATE ENVIRONMENTS THAT SUPPORT INDIVIDUAL AND COLLABORATIVE LEARNING, AND THAT ENCOURAGE POSITIVE SOCIAL INTERACTION, ACTIVE ENGAGEMENT IN LEARNING, AND SELF-MOTIVATION.~~

~~STANDARD 4: CONTENT KNOWLEDGE. THE TEACHER UNDERSTANDS THE CENTRAL CONCEPTS, TOOLS OF INQUIRY, AND STRUCTURES OF THE DISCIPLINE(S) HE OR SHE TEACHES AND CREATES LEARNING EXPERIENCES THAT MAKE THE DISCIPLINE ACCESSIBLE AND MEANINGFUL FOR LEARNERS TO ASSURE MASTERY OF THE CONTENT.~~

~~PERFORMANCE~~

~~4(a) THE TEACHER IS ABLE TO PREPARE STUDENTS FOR MUSICAL PERFORMANCE, INCLUDING:~~

- ~~• SINGING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC.~~
- ~~• PERFORMING ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC.~~
- ~~• READING AND NOTATING MUSIC~~

~~4(b) THE TEACHER IS ABLE TO TEACH STUDENTS HOW TO CREATE MUSIC, INCLUDING:~~

- ~~• IMPROVISING MELODIES, VARIATIONS, AND ACCOMPANIMENTS.~~
- ~~• COMPOSING AND ARRANGING MUSIC WITHIN SPECIFIED GUIDELINES.~~

~~4(c) THE TEACHER IS ABLE TO PREPARE STUDENTS TO RESPOND TO MUSICAL WORKS, INCLUDING THE FOLLOWING:~~

- ~~• LISTENING TO, ANALYZING, AND DESCRIBING MUSIC.~~
- ~~• EVALUATING MUSIC AND MUSIC PERFORMANCES.~~

~~4(d) THE TEACHER IS ABLE TO PREPARE STUDENTS TO MAKE MUSICAL CONNECTIONS, INCLUDING:~~

- ~~• UNDERSTANDING RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS.~~
- ~~• UNDERSTANDING MUSIC IN RELATION TO HISTORY AND CULTURE.~~

~~STANDARD 5: APPLICATION OF CONTENT. THE TEACHER UNDERSTANDS HOW TO CONNECT CONCEPTS AND USE DIFFERING PERSPECTIVES TO ENGAGE LEARNERS IN CRITICAL THINKING, CREATIVITY, AND COLLABORATIVE PROBLEM SOLVING RELATED TO AUTHENTIC LOCAL AND GLOBAL ISSUES.~~

~~PERFORMANCE~~

~~5(a) THE TEACHER IS ABLE TO DEMONSTRATE HOW TO APPLY MUSIC CONTENT KNOWLEDGE IN THE FOLLOWING SETTINGS: GENERAL MUSIC, MUSIC THEORY, MUSIC TECHNOLOGY, GUITAR, KEYBOARD, AND PERFORMING ENSEMBLES.~~

~~STANDARD 6: ASSESSMENT. THE TEACHER UNDERSTANDS AND USES MULTIPLE METHODS OF ASSESSMENT TO ENGAGE LEARNERS IN THEIR OWN GROWTH, TO MONITOR LEARNER PROGRESS, AND TO GUIDE THE TEACHER'S AND LEARNER'S DECISION MAKING.~~

~~STANDARD 7: PLANNING FOR INSTRUCTION. THE TEACHER PLANS INSTRUCTION THAT SUPPORTS EVERY STUDENT IN MEETING RIGOROUS LEARNING GOALS BY DRAWING UPON KNOWLEDGE OF CONTENT AREAS, CURRICULUM, CROSS-DISCIPLINARY SKILLS, AND PEDAGOGY, AS WELL AS KNOWLEDGE OF LEARNERS AND THE COMMUNITY CONTEXT.~~

~~STANDARD 8: INSTRUCTIONAL STRATEGIES. THE TEACHER UNDERSTANDS AND USES A VARIETY OF INSTRUCTIONAL STRATEGIES TO ENCOURAGE LEARNERS TO DEVELOP DEEP UNDERSTANDING OF CONTENT AREAS AND THEIR CONNECTIONS, AND TO BUILD SKILLS TO APPLY KNOWLEDGE IN MEANINGFUL WAYS.~~

~~STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE. THE TEACHER ENGAGES IN ONGOING PROFESSIONAL LEARNING AND USES EVIDENCE TO CONTINUALLY EVALUATE HIS/HER PRACTICE, PARTICULARLY THE EFFECTS OF HIS/HER CHOICES AND ACTIONS ON OTHERS (LEARNERS, FAMILIES, OTHER PROFESSIONALS, AND THE COMMUNITY), AND ADAPTS PRACTICE TO MEET THE NEEDS OF EACH LEARNER.~~

~~STANDARD 10: LEADERSHIP AND COLLABORATION. THE TEACHER SEEKS APPROPRIATE LEADERSHIP ROLES AND OPPORTUNITIES TO TAKE RESPONSIBILITY FOR STUDENT LEARNING, TO COLLABORATE WITH LEARNERS, FAMILIES, COLLEAGUES, OTHER SCHOOL PROFESSIONALS,~~

~~AND COMMUNITY MEMBERS TO ENSURE LEARNER GROWTH, AND TO
ADVANCE THE PROFESSION.~~

DRAFT

~~IDAHO STANDARDS FOR THEATRE ARTS TEACHERS~~

~~ALL TEACHER CANDIDATES ARE EXPECTED TO MEET THE IDAHO CORE TEACHER STANDARDS AND THE STANDARDS SPECIFIC TO THEIR DISCIPLINE AREA(S) AT THE "ACCEPTABLE" LEVEL OR ABOVE. ADDITIONALLY, ALL TEACHER CANDIDATES ARE EXPECTED TO MEET THE REQUIREMENTS DEFINED IN STATE BOARD RULE (IDAPA 08.02.02: RULES GOVERNING UNIFORMITY).~~

~~THE FOLLOWING KNOWLEDGE AND PERFORMANCE STATEMENTS FOR THE THEATRE ARTS TEACHER STANDARDS ARE WIDELY RECOGNIZED, BUT NOT ALL ENCOMPASSING OR ABSOLUTE, INDICATORS THAT TEACHER CANDIDATES HAVE MET THE STANDARDS. THE EVIDENCE VALIDATING CANDIDATES' ABILITY TO DEMONSTRATE THESE STANDARDS SHALL BE COLLECTED FROM A VARIETY OF SETTINGS INCLUDING, BUT NOT LIMITED TO, COURSES, PRACTICUM, AND FIELD EXPERIENCES. IT IS THE RESPONSIBILITY OF A TEACHER PREPARATION PROGRAM TO USE INDICATORS IN A MANNER THAT IS CONSISTENT WITH ITS CONCEPTUAL FRAMEWORK AND THAT ASSURES ATTAINMENT OF THE STANDARDS.~~

~~AN IMPORTANT COMPONENT OF THE TEACHING PROFESSION IS A CANDIDATE'S DISPOSITION. PROFESSIONAL DISPOSITIONS ARE HOW CANDIDATES VIEW THE TEACHING PROFESSION, THEIR CONTENT AREA, AND/OR STUDENTS AND THEIR LEARNING. EVERY TEACHER PREPARATION PROGRAM AT EACH INSTITUTION IS RESPONSIBLE FOR ESTABLISHING AND PROMOTING A COMPREHENSIVE SET OF GUIDELINES FOR CANDIDATE DISPOSITIONS.~~

~~**STANDARD 1: LEARNER DEVELOPMENT. THE TEACHER UNDERSTANDS HOW LEARNERS GROW AND DEVELOP, RECOGNIZING THAT PATTERNS OF LEARNING AND DEVELOPMENT VARY INDIVIDUALLY WITHIN AND ACROSS THE COGNITIVE, LINGUISTIC, SOCIAL, EMOTIONAL, AND PHYSICAL AREAS, AND DESIGNS AND IMPLEMENTS DEVELOPMENTALLY APPROPRIATE AND CHALLENGING LEARNING EXPERIENCES.**~~

~~**STANDARD 2: LEARNING DIFFERENCES. THE TEACHER USES UNDERSTANDING OF INDIVIDUAL DIFFERENCES AND DIVERSE CULTURES AND COMMUNITIES TO ENSURE INCLUSIVE LEARNING ENVIRONMENTS THAT ENABLE EACH LEARNER TO MEET HIGH STANDARDS.**~~

~~STANDARD 3: LEARNING ENVIRONMENTS. THE TEACHER WORKS WITH OTHERS TO CREATE ENVIRONMENTS THAT SUPPORT INDIVIDUAL AND COLLABORATIVE LEARNING, AND THAT ENCOURAGE POSITIVE SOCIAL INTERACTION, ACTIVE ENGAGEMENT IN LEARNING, AND SELF-MOTIVATION.~~

~~STANDARD 4: CONTENT KNOWLEDGE. THE TEACHER UNDERSTANDS THE CENTRAL CONCEPTS, TOOLS OF INQUIRY, AND STRUCTURES OF THE DISCIPLINE(S) HE OR SHE TEACHES AND CREATES LEARNING EXPERIENCES THAT MAKE THE DISCIPLINE ACCESSIBLE AND MEANINGFUL FOR LEARNERS TO ASSURE MASTERY OF THE CONTENT.~~

~~KNOWLEDGE~~

~~4(a) THE TEACHER KNOWS THE HISTORY OF THEATER AS A FORM OF ENTERTAINMENT AND AS A REFLECTION OF CULTURE AND SOCIETY INFLUENCE.~~

~~4(b) THE TEACHER KNOWS THE BASIC HISTORY, THEORIES, AND PROCESSES OF PLAY WRITING, ACTING, AND DIRECTING.~~

~~4(c) THE TEACHER UNDERSTANDS TECHNICAL THEATRE/STAGECRAFT IS AN ESSENTIAL COMPONENT OF THEATRE ARTS.~~

PERFORMANCE

~~4(d) THE TEACHER DEMONSTRATES PROFICIENCY IN ALL ASPECTS OF TECHNICAL THEATRE/STAGECRAFT.~~

~~4(e) THE TEACHER DEMONSTRATES PROFICIENCY IN ALL ASPECTS OF PERFORMANCE.~~

~~**STANDARD 5: APPLICATION OF CONTENT. THE TEACHER UNDERSTANDS HOW TO CONNECT CONCEPTS AND USE DIFFERING PERSPECTIVES TO ENGAGE LEARNERS IN CRITICAL THINKING, CREATIVITY, AND COLLABORATIVE PROBLEM SOLVING RELATED TO AUTHENTIC LOCAL AND GLOBAL ISSUES.**~~

PERFORMANCE

~~5(a) THE TEACHER DEMONSTRATES THE ABILITY TO DIRECT SHOWS FOR PUBLIC PERFORMANCE.~~

~~5(b) THE TEACHER DEMONSTRATES THE ABILITY TO EMPLOY ALL ASPECTS OF TECHNICAL THEATRE/STAGECRAFT TO BUILD A SHOW FOR PUBLIC PERFORMANCE.~~

~~**STANDARD 6: ASSESSMENT. THE TEACHER UNDERSTANDS AND USES MULTIPLE METHODS OF ASSESSMENT TO ENGAGE LEARNERS IN THEIR OWN GROWTH, TO MONITOR LEARNER PROGRESS, AND TO GUIDE THE TEACHER'S AND LEARNER'S DECISION MAKING.**~~

~~**STANDARD 7: PLANNING FOR INSTRUCTION. THE TEACHER PLANS INSTRUCTION THAT SUPPORTS EVERY STUDENT IN MEETING RIGOROUS LEARNING GOALS BY DRAWING UPON KNOWLEDGE OF CONTENT AREAS, CURRICULUM, CROSS DISCIPLINARY SKILLS, AND PEDAGOGY, AS WELL AS KNOWLEDGE OF LEARNERS AND THE COMMUNITY CONTEXT.**~~

~~**STANDARD 8: INSTRUCTIONAL STRATEGIES. THE TEACHER UNDERSTANDS AND USES A VARIETY OF INSTRUCTIONAL STRATEGIES TO ENCOURAGE LEARNERS TO DEVELOP DEEP UNDERSTANDING OF CONTENT AREAS AND THEIR CONNECTIONS, AND TO BUILD SKILLS TO APPLY KNOWLEDGE IN MEANINGFUL WAYS.**~~

~~**STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE. THE TEACHER ENGAGES IN ONGOING PROFESSIONAL LEARNING AND USES EVIDENCE TO CONTINUALLY EVALUATE HIS/HER PRACTICE, PARTICULARLY THE EFFECTS OF HIS/HER CHOICES AND ACTIONS ON**~~

~~OTHERS (LEARNERS, FAMILIES, OTHER PROFESSIONALS, AND THE COMMUNITY), AND ADAPTS PRACTICE TO MEET THE NEEDS OF EACH LEARNER.~~

~~PERFORMANCE~~

~~9(a) TEACHER DEMONSTRATES THE ABILITY TO SECURE PERFORMANCE RIGHTS FOR VARIOUS FORMS OF PRODUCTIONS.~~

~~STANDARD 10: LEADERSHIP AND COLLABORATION. THE TEACHER SEEKS APPROPRIATE LEADERSHIP ROLES AND OPPORTUNITIES TO TAKE RESPONSIBILITY FOR STUDENT LEARNING, TO COLLABORATE WITH LEARNERS, FAMILIES, COLLEAGUES, OTHER SCHOOL PROFESSIONALS, AND COMMUNITY MEMBERS TO ENSURE LEARNER GROWTH, AND TO ADVANCE THE PROFESSION.~~

~~STANDARD 11: SAFETY AND MANAGEMENT – THE TEACHER CREATES A SAFE, PRODUCTIVE PHYSICAL ENVIRONMENT, INCLUDING MANAGEMENT OF TOOLS, SUPPLIES, EQUIPMENT, AND SPACE.~~

~~KNOWLEDGE~~

~~11(a) THE TEACHER UNDERSTANDS HOW TO OPERATE SAFELY AND MAINTAIN THE THEATRE FACILITY.~~

~~11(b) THE TEACHER UNDERSTANDS HOW TO OPERATE SAFELY AND MAINTAIN TECHNICAL THEATRE EQUIPMENT.~~

~~11(c) THE TEACHER UNDERSTANDS OSHA AND SAFETY STANDARDS SPECIFIC TO THEATRE ARTS.~~

~~11(d) THE TEACHER UNDERSTANDS HOW TO MANAGE SAFELY THE REQUIREMENTS UNIQUE TO THEATRE ARTS.~~

~~PERFORMANCE~~

~~11(e) THE TEACHER CAN OPERATE SAFELY AND MAINTAIN THE THEATRE FACILITY.~~

~~11(f) THE TEACHER CAN OPERATE SAFELY AND MAINTAIN TECHNICAL THEATRE EQUIPMENT.~~

~~11(g) THE TEACHER EMPLOYS OSHA AND SAFETY STANDARDS SPECIFIC TO THEATRE ARTS.~~

~~11(h) THE TEACHER CAN MANAGE SAFELY THE REQUIREMENTS UNIQUE TO THEATRE ARTS.~~

DRAFT

~~IDAHO STANDARDS FOR VISUAL ARTS TEACHERS~~

~~ALL TEACHER CANDIDATES ARE EXPECTED TO MEET THE IDAHO CORE TEACHER STANDARDS AND THE STANDARDS SPECIFIC TO THEIR DISCIPLINE AREA(S) AT THE "ACCEPTABLE" LEVEL OR ABOVE. ADDITIONALLY, ALL TEACHER CANDIDATES ARE EXPECTED TO MEET THE REQUIREMENTS DEFINED IN STATE BOARD RULE (IDAPA 08.02.02: RULES GOVERNING UNIFORMITY).~~

~~THE FOLLOWING KNOWLEDGE AND PERFORMANCE STATEMENTS FOR THE VISUAL ARTS TEACHER STANDARDS ARE WIDELY RECOGNIZED, BUT NOT ALL ENCOMPASSING OR ABSOLUTE, INDICATORS THAT TEACHER CANDIDATES HAVE MET THE STANDARDS. THE EVIDENCE VALIDATING CANDIDATES' ABILITY TO DEMONSTRATE THESE STANDARDS SHALL BE COLLECTED FROM A VARIETY OF SETTINGS INCLUDING, BUT NOT LIMITED TO, COURSES, PRACTICUM, AND FIELD EXPERIENCES. IT IS THE RESPONSIBILITY OF A TEACHER PREPARATION PROGRAM TO USE INDICATORS IN A MANNER THAT ARE CONSISTENT WITH ITS CONCEPTUAL FRAMEWORK AND THAT ASSURES ATTAINMENT OF THE STANDARDS.~~

~~AN IMPORTANT COMPONENT OF THE TEACHING PROFESSION IS A CANDIDATE'S DISPOSITION. PROFESSIONAL DISPOSITIONS ARE CANDIDATES VIEW THE TEACHING PROFESSION, THEIR CONTENT AREA, AND/OR STUDENTS AND THEIR LEARNING. EVERY TEACHER PREPARATION PROGRAM AT EACH INSTITUTION IS RESPONSIBLE FOR ESTABLISHING AND PROMOTING A COMPREHENSIVE SET OF GUIDELINES FOR CANDIDATE DISPOSITIONS.~~

~~**STANDARD 1: LEARNER DEVELOPMENT. THE TEACHER UNDERSTANDS HOW LEARNERS GROW AND DEVELOP, RECOGNIZING THAT PATTERNS OF LEARNING AND DEVELOPMENT VARY INDIVIDUALLY WITHIN AND ACROSS THE COGNITIVE, LINGUISTIC, SOCIAL, EMOTIONAL, AND PHYSICAL AREAS, AND DESIGNS AND IMPLEMENTS DEVELOPMENTALLY APPROPRIATE AND CHALLENGING LEARNING EXPERIENCES.**~~

~~**STANDARD 2: LEARNING DIFFERENCES. THE TEACHER USES UNDERSTANDING OF INDIVIDUAL DIFFERENCES AND DIVERSE CULTURES AND COMMUNITIES TO ENSURE INCLUSIVE LEARNING ENVIRONMENTS THAT ENABLE EACH LEARNER TO MEET HIGH STANDARDS.**~~

~~STANDARD 3: LEARNING ENVIRONMENTS. THE TEACHER WORKS WITH OTHERS TO CREATE ENVIRONMENTS THAT SUPPORT INDIVIDUAL AND COLLABORATIVE LEARNING, AND THAT ENCOURAGE POSITIVE SOCIAL INTERACTION, ACTIVE ENGAGEMENT IN LEARNING, AND SELF-MOTIVATION.~~

~~STANDARD 4: CONTENT KNOWLEDGE. THE TEACHER UNDERSTANDS THE CENTRAL CONCEPTS, TOOLS OF INQUIRY, AND STRUCTURES OF THE DISCIPLINE(S) HE OR SHE TEACHES AND CREATES LEARNING EXPERIENCES THAT MAKE THE DISCIPLINE ACCESSIBLE AND MEANINGFUL FOR LEARNERS TO ASSURE MASTERY OF THE CONTENT.~~

~~KNOWLEDGE~~

~~4(a) THE TEACHER UNDERSTANDS A VARIETY OF MEDIA, STYLES, AND TECHNIQUES IN MULTIPLE ART FORMS.~~

~~4(b) THE TEACHER HAS KNOWLEDGE OF INDIVIDUAL ARTISTS' STYLES AND UNDERSTANDS THE HISTORICAL AND CONTEMPORARY MOVEMENTS AND CULTURAL CONTEXTS OF THOSE WORKS.~~

~~4(c) THE TEACHER UNDERSTANDS THE ELEMENTS AND PRINCIPLES OF ART AND HOW THEY RELATE TO ART MAKING AND ART CRITICISM.~~

~~4(d) THE TEACHER UNDERSTANDS HOW TO USE THE CREATIVE PROCESS (BRAINSTORM, RESEARCH, ROUGH SKETCH, FINAL PRODUCT, AND REFLECTION).~~

~~4(e) THE TEACHER UNDERSTANDS THE VALUE OF VISUAL ARTS AS THEY RELATE TO EVERYDAY EXPERIENCES.~~

~~PERFORMANCE~~

~~4(f) THE TEACHER APPLIES A VARIETY OF MEDIA, STYLES, AND TECHNIQUES IN MULTIPLE ART FORMS.~~

~~4(g) THE TEACHER INSTRUCTS STUDENTS IN INDIVIDUAL ARTIST STYLES AND UNDERSTANDS HISTORICAL AND CONTEMPORARY MOVEMENTS AND CULTURAL CONTEXTS OF THOSE WORKS.~~

~~4(h) THE TEACHER APPLIES THE ELEMENTS AND PRINCIPLES OF ART AND HOW THEY RELATE TO ART MAKING AND ART CRITICISM.~~

~~4(i) THE TEACHER DEMONSTRATES HOW TO USE THE CREATIVE PROCESS (BRAINSTORM, RESEARCH, ROUGH SKETCH, FINAL PRODUCT).~~

~~4(j) THE TEACHER PROVIDES OPPORTUNITIES FOR STUDENTS TO COLLECT WORK OVER TIME (PORTFOLIO) TO REFLECT ON THEIR PROGRESS, AND TO EXHIBIT THEIR WORK.~~

~~STANDARD 5: APPLICATION OF CONTENT. THE TEACHER UNDERSTANDS HOW TO CONNECT CONCEPTS AND USE DIFFERING PERSPECTIVES TO ENGAGE LEARNERS IN CRITICAL THINKING, CREATIVITY, AND COLLABORATIVE PROBLEM SOLVING RELATED TO AUTHENTIC LOCAL AND GLOBAL ISSUES.~~

~~STANDARD 6: ASSESSMENT. THE TEACHER UNDERSTANDS AND USES MULTIPLE METHODS OF ASSESSMENT TO ENGAGE LEARNERS IN THEIR OWN GROWTH, TO MONITOR LEARNER PROGRESS, AND TO GUIDE THE TEACHER'S AND LEARNER'S DECISION MAKING.~~

~~STANDARD 7: PLANNING FOR INSTRUCTION. THE TEACHER PLANS INSTRUCTION THAT SUPPORTS EVERY STUDENT IN MEETING RIGOROUS LEARNING GOALS BY DRAWING UPON KNOWLEDGE OF CONTENT AREAS, CURRICULUM, CROSS DISCIPLINARY SKILLS, AND PEDAGOGY, AS WELL AS KNOWLEDGE OF LEARNERS AND THE COMMUNITY CONTEXT.~~

~~STANDARD 8: INSTRUCTIONAL STRATEGIES. THE TEACHER UNDERSTANDS AND USES A VARIETY OF INSTRUCTIONAL STRATEGIES TO ENCOURAGE LEARNERS TO DEVELOP DEEP UNDERSTANDING OF CONTENT AREAS AND THEIR CONNECTIONS, AND TO BUILD SKILLS TO APPLY KNOWLEDGE IN MEANINGFUL WAYS.~~

~~STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE. THE TEACHER ENGAGES IN ONGOING PROFESSIONAL LEARNING AND USES EVIDENCE TO CONTINUALLY EVALUATE HIS/HER PRACTICE, PARTICULARLY THE EFFECTS OF HIS/HER CHOICES AND ACTIONS ON OTHERS (LEARNERS, FAMILIES, OTHER PROFESSIONALS, AND THE COMMUNITY), AND ADAPTS PRACTICE TO MEET THE NEEDS OF EACH LEARNER.~~

~~STANDARD 10: LEADERSHIP AND COLLABORATION. THE TEACHER SEEKS APPROPRIATE LEADERSHIP ROLES AND OPPORTUNITIES TO TAKE RESPONSIBILITY FOR STUDENT LEARNING, TO COLLABORATE WITH LEARNERS, FAMILIES, COLLEAGUES, OTHER SCHOOL PROFESSIONALS, AND COMMUNITY MEMBERS TO ENSURE LEARNER GROWTH, AND TO ADVANCE THE PROFESSION.~~

~~IDAHO STANDARDS FOR WORLD LANGUAGES TEACHERS~~

~~ALL TEACHER CANDIDATES ARE EXPECTED TO MEET OR EXCEED THE IDAHO CORE TEACHER STANDARDS AND THE STANDARDS SPECIFIC TO THEIR DISCIPLINE AREA(S). ADDITIONALLY, ALL TEACHER CANDIDATES ARE EXPECTED TO MEET THE REQUIREMENTS DEFINED IN STATE BOARD RULE (IDAPA 08.02.02: RULES GOVERNING UNIFORMITY).~~

~~THE FOLLOWING KNOWLEDGE AND PERFORMANCE STATEMENTS FOR THE WORLD LANGUAGES TEACHER STANDARDS ARE WIDELY RECOGNIZED, BUT NOT ALL ENCOMPASSING OR ABSOLUTE, INDICATORS THAT TEACHER CANDIDATES HAVE MET THE STANDARDS. THE EVIDENCE VALIDATING CANDIDATES' ABILITY TO DEMONSTRATE THESE STANDARDS SHALL BE COLLECTED FROM A VARIETY OF SETTINGS INCLUDING, BUT NOT LIMITED TO, COURSES, PRACTICUM, AND FIELD EXPERIENCES. IT IS THE RESPONSIBILITY OF A TEACHER PREPARATION PROGRAM TO USE INDICATORS IN A MANNER THAT ASSURES ATTAINMENT OF THE STANDARDS AND IS CONSISTENT WITH ITS CONCEPTUAL FRAMEWORK.~~

~~AN IMPORTANT COMPONENT OF THE TEACHING PROFESSION IS A CANDIDATE'S DISPOSITION. PROFESSIONAL DISPOSITIONS ARE HOW THE CANDIDATE VIEWS THE TEACHING PROFESSION, THEIR CONTENT AREA, AND/OR STUDENTS AND THEIR LEARNING. EVERY TEACHER PREPARATION PROGRAM AT EACH INSTITUTION IS RESPONSIBLE FOR ESTABLISHING AND PROMOTING A COMPREHENSIVE SET OF GUIDELINES FOR CANDIDATE DISPOSITIONS.~~

~~**STANDARD 1: LEARNER DEVELOPMENT. THE TEACHER UNDERSTANDS HOW LEARNERS GROW AND DEVELOP, RECOGNIZING THAT PATTERNS OF LEARNING AND DEVELOPMENT VARY INDIVIDUALLY WITHIN AND ACROSS THE COGNITIVE, LINGUISTIC, SOCIAL, EMOTIONAL, AND PHYSICAL AREAS, AND DESIGNS AND IMPLEMENTS DEVELOPMENTALLY APPROPRIATE AND CHALLENGING LEARNING EXPERIENCES.**~~

~~KNOWLEDGE~~

~~1(a) THE TEACHER UNDERSTANDS THAT THE PROCESS OF SECOND LANGUAGE ACQUISITION INCLUDES A VARIETY OF SKILLS WITHIN THE PRESENTATIONAL, INTERPRETIVE, AND INTERPERSONAL MODES OF COMMUNICATION.~~

~~1(b) THE TEACHER UNDERSTANDS THAT CULTURAL KNOWLEDGE IS ESSENTIAL FOR THE DEVELOPMENT OF SECOND LANGUAGE ACQUISITION.~~

~~1(c) THE TEACHER KNOWS THE METHODOLOGIES AND THEORIES SPECIFIC TO SECOND LANGUAGE ACQUISITION.~~

~~1(d) THE TEACHER UNDERSTANDS THE LEARNER DEVELOPMENT PROCESS FROM NOVICE TO ADVANCED LEVELS OF LANGUAGE PROFICIENCY.~~

PERFORMANCE

~~1(e) THE TEACHER USES A VARIETY OF SKILLS WITHIN THE PRESENTATIONAL, INTERPRETIVE, AND INTERPERSONAL MODES OF COMMUNICATION.~~

~~1(f) THE TEACHER INTEGRATES CULTURAL KNOWLEDGE INTO ALL LANGUAGE DEVELOPMENT.~~

~~1(g) THE TEACHER INTEGRATES THE LANGUAGE THEORIES FOR FIRST AND SECOND LANGUAGE ACQUISITION RELATED TO COGNITIVE DEVELOPMENT IN ORDER TO FACILITATE LANGUAGE GROWTH.~~

~~**STANDARD 2: LEARNING DIFFERENCES. THE TEACHER USES UNDERSTANDING OF INDIVIDUAL DIFFERENCES AND DIVERSE CULTURES AND COMMUNITIES TO ENSURE INCLUSIVE LEARNING ENVIRONMENTS THAT ENABLE EACH LEARNER TO MEET HIGH STANDARDS.**~~

KNOWLEDGE

~~2(a) THE TEACHER UNDERSTANDS SOCIOLINGUISTIC FACTORS SUCH AS GENDER, AGE, SOCIOECONOMIC BACKGROUND, ETHNICITY, SEXUAL ORIENTATION, RELIGIOUS BELIEFS THAT AFFECT HOW INDIVIDUALS PERCEIVE AND RELATE TO THEIR OWN CULTURE AND LANGUAGE AND THAT OF THE SECOND CULTURE AND LANGUAGE.~~

~~2(b) THE TEACHER UNDERSTANDS STUDENTS' INDIVIDUAL NEEDS AND HOW THEY AFFECT THE PROCESS OF SECOND LANGUAGE ACQUISITION.~~

PERFORMANCE

~~2(c) THE TEACHER INCORPORATES LEARNING ACTIVITIES THAT ENABLE STUDENTS TO IDENTIFY HOW THEIR PERCEPTION OF THE TARGET CULTURE(S) COMPARES WITH THEIR OWN.~~

~~2(d) THE TEACHER DIFFERENTIATES INSTRUCTION TO ADDRESS THE DIVERSE NEEDS OF INDIVIDUAL STUDENTS' SECOND LANGUAGE ACQUISITION.~~

~~**STANDARD 3: LEARNING ENVIRONMENTS. THE TEACHER WORKS WITH OTHERS TO CREATE ENVIRONMENTS THAT SUPPORT INDIVIDUAL AND COLLABORATIVE LEARNING, AND THAT ENCOURAGE POSITIVE SOCIAL INTERACTION, ACTIVE ENGAGEMENT IN LEARNING, AND SELF-MOTIVATION.**~~

~~KNOWLEDGE~~

~~3(a) THE TEACHER UNDERSTANDS THAT STUDENTS THRIVE IN A LOW AFFECTIVE FILTER LEARNING ENVIRONMENT.~~

~~3(b) THE TEACHER KNOWS CURRENT PRACTICES OF CLASSROOM MANAGEMENT TECHNIQUES (E.G., COMPREHENSIBLE INPUT AND OUTPUT) THAT SUCCESSFULLY ALLOW FOR A VARIETY OF ACTIVITIES THAT TAKE PLACE IN A WORLD LANGUAGE CLASSROOM.~~

~~PERFORMANCE~~

~~3(c) THE TEACHER IMPLEMENTS STRATEGIES THAT ENCOURAGE A LOW AFFECTIVE FILTER, SUCH AS GROUP/PAIR WORK, FOCUSED PRACTICE, POSITIVE ERROR CORRECTION, AND CLASSROOM MANAGEMENT TECHNIQUES THAT USE CURRENT RESEARCH-BASED PRACTICES TO FACILITATE GROUP/PAIR INTERACTIONS AND MAINTAIN A POSITIVE FLOW OF INSTRUCTION.~~

~~3(d) THE TEACHER IMPLEMENTS CURRENT BEST PRACTICES OF CLASSROOM MANAGEMENT TECHNIQUES (E.G., COMPREHENSIBLE INPUT AND OUTPUT) THAT SUCCESSFULLY ALLOW FOR A VARIETY OF ACTIVITIES THAT TAKE PLACE IN A WORLD LANGUAGE CLASSROOM.~~

~~**STANDARD 4: CONTENT KNOWLEDGE. THE TEACHER UNDERSTANDS THE CENTRAL CONCEPTS, TOOLS OF INQUIRY, AND STRUCTURES OF THE DISCIPLINE(S) HE OR SHE TEACHES AND CREATES LEARNING EXPERIENCES THAT MAKE THE DISCIPLINE ACCESSIBLE AND MEANINGFUL FOR LEARNERS TO ASSURE MASTERY OF THE CONTENT.**~~

KNOWLEDGE

~~4(a) THE TEACHER KNOWS THE ACTFL (AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES) PROFICIENCY GUIDELINES FOR LANGUAGE SKILLS ACCORDING TO INTERPRETIVE, PRESENTATIONAL, AND INTERPERSONAL MODES.~~

~~4(b) THE TEACHER KNOWS THE CULTURAL PERSPECTIVES AS THEY ARE REFLECTED IN THE TARGET LANGUAGE.~~

~~4(c) THE TEACHER UNDERSTANDS KEY LINGUISTIC STRUCTURES (E.G., PHONETICS, MORPHOLOGY, SEMANTICS, SYNTAX, PRAGMATICS) PARTICULAR TO THE TARGET LANGUAGE.~~

~~4(d) THE TEACHER KNOWS THE HISTORY, ARTS, AND LITERATURE OF THE TARGET CULTURE(S).~~

~~4(e) THE TEACHER KNOWS THE CURRENT SOCIAL, POLITICAL, AND ECONOMIC REALITIES OF THE COUNTRIES RELATED TO THE TARGET LANGUAGE.~~

~~4(f) THE TEACHER UNDERSTANDS HOW THE TARGET LANGUAGE AND CULTURE PERCEIVES AND IS PERCEIVED BY OTHER LANGUAGES AND CULTURES.~~

~~4(g) THE TEACHER UNDERSTANDS THE STEREOTYPES HELD BY BOTH THE U.S. AND TARGET CULTURES AND THE IMPACTS OF THOSE BELIEFS.~~

PERFORMANCE

~~4(h) THE TEACHER DEMONSTRATES ADVANCED LEVEL PERFORMANCE ACCORDING TO INTERPRETIVE, PRESENTATIONAL, AND INTERPERSONAL MODES AS DEFINED BY ACTFL.~~

~~4(i) THE TEACHER INTEGRATES LANGUAGE SKILLS AND CULTURAL KNOWLEDGE IN THE TARGET LANGUAGE WITHIN THE PRESENTATIONAL, INTERPRETIVE, AND INTERPERSONAL MODES OF COMMUNICATION.~~

~~4(j) THE TEACHER ADVOCATES FOR THE VALUE AND BENEFITS OF WORLD LANGUAGE LEARNING TO EDUCATION STAKEHOLDERS.~~

~~4(k) THE TEACHER USES THE TARGET LANGUAGE IN PRESENTATIONAL, INTERPRETIVE, AND INTERPERSONAL MODES OF COMMUNICATION AND PROVIDES OPPORTUNITIES FOR THE STUDENTS TO DO SO.~~

~~4(l) THE TEACHER PROVIDES OPPORTUNITIES TO COMMUNICATE IN THE TARGET LANGUAGE IN MEANINGFUL, PURPOSEFUL ACTIVITIES THAT SIMULATE REAL-LIFE SITUATIONS.~~

~~4(m) THE TEACHER SYSTEMATICALLY INCORPORATES CULTURE INTO INSTRUCTION.~~

~~4(n) THE TEACHER INCORPORATES HOW THE TARGET LANGUAGE/CULTURE PERCEIVES AND IS PERCEIVED BY OTHER LANGUAGES AND CULTURES.~~

~~4(o) THE TEACHER DEMONSTRATES HOW CULTURE AND LANGUAGE ARE INTRINSICALLY CONNECTED.~~

~~4(p) THE TEACHER DEMONSTRATES THE WAY(S) IN WHICH KEY LINGUISTIC STRUCTURES, INCLUDING PHONETICS, MORPHOLOGY, SEMANTICS, SYNTAX, AND PRAGMATICS, PARTICULAR TO THE TARGET LANGUAGE, COMPARE TO ENGLISH COMMUNICATION PATTERNS.~~

~~**STANDARD 5: APPLICATION OF CONTENT. THE TEACHER UNDERSTANDS HOW TO CONNECT CONCEPTS AND USE DIFFERING PERSPECTIVES TO ENGAGE LEARNERS IN CRITICAL THINKING, CREATIVITY, AND COLLABORATIVE PROBLEM SOLVING RELATED TO AUTHENTIC LOCAL AND GLOBAL ISSUES.**~~

PERFORMANCE

~~5(a) THE TEACHER USES A VARIETY OF TECHNIQUES TO FOSTER PROFICIENCY WITHIN THE TARGET LANGUAGE SUCH AS DIALOGUES, SONGS, OPEN ENDED INQUIRY, NON-VERBAL TECHNIQUES, GUIDED QUESTIONS, MODELING, ROLE-PLAYING, AND STORYTELLING.~~

~~**STANDARD 6: ASSESSMENT. THE TEACHER UNDERSTANDS AND USES MULTIPLE METHODS OF ASSESSMENT TO ENGAGE LEARNERS IN THEIR OWN GROWTH, TO MONITOR LEARNER PROGRESS, AND TO GUIDE THE TEACHER'S AND LEARNER'S DECISION MAKING.**~~

KNOWLEDGE

~~6(a) THE TEACHER KNOWS THE NCSSFL-ACTFL CAN-DO STATEMENTS AND ACTFL PERFORMANCE DESCRIPTORS ACCORDING TO THE INTERPRETIVE, INTERPERSONAL AND PRESENTATIONAL MODES FOR A VARIETY OF SKILLS (E.G., LISTENING, SPEAKING, READING, WRITING, SIGNING).~~

PERFORMANCE

~~6(b) THE TEACHER USES THE NCSSFL ACTFL CAN DO STATEMENTS AND ACTFL PERFORMANCE DESCRIPTORS ACCORDING TO THE INTERPRETIVE, INTERPERSONAL AND PRESENTATIONAL MODES FOR A VARIETY OF SKILLS (E.G., LISTENING, SPEAKING, READING, WRITING, SIGNING) TO CREATE PROFICIENCY BASED TO CREATE PROFICIENCY BASED FORMATIVE AND SUMMATIVE ASSESSMENTS.~~

~~**STANDARD 7: PLANNING FOR INSTRUCTION. THE TEACHER PLANS INSTRUCTION THAT SUPPORTS EVERY STUDENT IN MEETING RIGOROUS LEARNING GOALS BY DRAWING UPON KNOWLEDGE OF CONTENT AREAS, CURRICULUM, CROSS-DISCIPLINARY SKILLS, AND PEDAGOGY, AS WELL AS KNOWLEDGE OF LEARNERS AND THE COMMUNITY CONTEXT.**~~

~~KNOWLEDGE~~

~~7(a) THE TEACHER UNDERSTANDS HOW TO INCORPORATE THE ACTFL STANDARDS OF COMMUNICATION, CULTURES, CONNECTIONS, COMPARISONS, AND COMMUNITIES INTO INSTRUCTIONAL PLANNING.~~

~~7(b) THE TEACHER KNOWS HOW TO DESIGN LESSON PLANS BASED ON ACTFL STANDARDS, RESEARCH-BASED PRACTICES, AND A VARIETY OF PROFICIENCY GUIDELINES THAT ENHANCE STUDENT UNDERSTANDING OF THE TARGET LANGUAGE AND CULTURE.~~

~~7(c) THE TEACHER KNOWS HOW TO DESIGN LESSON PLANS THAT INCORPORATE THE SCAFFOLDING NECESSARY TO PROGRESS FROM BASIC LEVEL SKILLS TO APPROPRIATE CRITICAL AND HIGHER ORDER THINKING SKILLS.~~

~~7(d) THE TEACHER UNDERSTANDS THE RELATIONSHIP OF A VARIETY OF WELL-ARTICULATED, SEQUENTIAL, AND DEVELOPMENTALLY APPROPRIATE LANGUAGE OUTCOMES AND LANGUAGE PROGRAM MODELS.~~

~~7(e) THE TEACHER KNOWS HOW TO CREATE ORGANIZED AND COHESIVE CURRICULUM TOWARDS SUCCESSFUL SECOND LANGUAGE ACQUISITION.~~

PERFORMANCE

~~7(f) THE TEACHER INCORPORATES THE ACTFL STANDARDS OF COMMUNICATION, CULTURES, CONNECTIONS, COMPARISONS, AND COMMUNITIES INTO INSTRUCTIONAL PLANNING.~~

~~7(g) THE TEACHER DESIGNS LESSON PLANS BASED ON ACTFL STANDARDS, RESEARCH-BASED PRACTICES, AND A VARIETY OF PROFICIENCY GUIDELINES, WHICH ENHANCE STUDENT UNDERSTANDING OF THE TARGET LANGUAGE AND CULTURE.~~

~~7(h) THE TEACHER DESIGNS LESSON PLANS WHICH INCORPORATE THE SCAFFOLDING NECESSARY TO PROGRESS FROM BASIC LEVEL SKILLS TO APPROPRIATE CRITICAL AND HIGHER ORDER THINKING SKILLS.~~

~~7(i) THE TEACHER CREATES ORGANIZED AND COHESIVE CURRICULUM TOWARDS SUCCESSFUL SECOND LANGUAGE ACQUISITION.~~

~~**STANDARD 8: INSTRUCTIONAL STRATEGIES. THE TEACHER UNDERSTANDS AND USES A VARIETY OF INSTRUCTIONAL STRATEGIES TO ENCOURAGE LEARNERS TO DEVELOP DEEP UNDERSTANDING OF CONTENT AREAS AND THEIR CONNECTIONS, AND TO BUILD SKILLS TO APPLY KNOWLEDGE IN MEANINGFUL WAYS.**~~

KNOWLEDGE

~~8(a) THE TEACHER UNDERSTANDS THE NEED TO STAY CURRENT ON WORLD LANGUAGES METHODOLOGIES BASED ON EMERGING RESEARCH IN SECOND LANGUAGE ACQUISITION.~~

~~8(b) THE TEACHER UNDERSTANDS INSTRUCTIONAL PRACTICES THAT FACILITATE PROFICIENCY-BASED LEARNING.~~

~~8(c) THE TEACHER UNDERSTANDS THE IMPORTANCE OF REMAINING CURRENT IN SECOND LANGUAGE PEDAGOGY BY MEANS OF ATTENDING CONFERENCES, MAINTAINING MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS, READING PROFESSIONAL JOURNALS, AND/OR ON-SITE AND ON-LINE PROFESSIONAL DEVELOPMENT OPPORTUNITIES.~~

PERFORMANCE

~~8(d) THE TEACHER USES A VARIETY OF INSTRUCTIONAL STRATEGIES BASED ON CURRENT RESEARCH TO ENHANCE STUDENTS' UNDERSTANDING OF THE TARGET LANGUAGE AND CULTURE.~~

~~8(e) THE TEACHER INCORPORATES A VARIETY OF INSTRUCTIONAL TOOLS SUCH AS TECHNOLOGY, LOCAL EXPERTS, AND ON-LINE RESOURCES TO ENCOURAGE HIGHER-LEVEL THINKING SKILLS.~~

~~STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE. THE TEACHER ENGAGES IN ONGOING PROFESSIONAL LEARNING AND USES EVIDENCE TO CONTINUALLY EVALUATE HIS/HER PRACTICE, PARTICULARLY THE EFFECTS OF HIS/HER CHOICES AND ACTIONS ON OTHERS (LEARNERS, FAMILIES, OTHER PROFESSIONALS, AND THE COMMUNITY), AND ADAPTS PRACTICE TO MEET THE NEEDS OF EACH LEARNER.~~

~~STANDARD 10: LEADERSHIP AND COLLABORATION. THE TEACHER SEEKS APPROPRIATE LEADERSHIP ROLES AND OPPORTUNITIES TO TAKE RESPONSIBILITY FOR STUDENT LEARNING, TO COLLABORATE WITH LEARNERS, FAMILIES, COLLEAGUES, OTHER SCHOOL PROFESSIONALS, AND COMMUNITY MEMBERS TO ENSURE LEARNER GROWTH, AND TO ADVANCE THE PROFESSION.~~

KNOWLEDGE

~~10(a) THE TEACHER KNOWS ABOUT CAREER AND OTHER LIFE-ENRICHING OPPORTUNITIES AVAILABLE TO STUDENTS PROFICIENT IN WORLD LANGUAGES.~~

~~10(b) THE TEACHER UNDERSTANDS THE IMPORTANCE OF AND HOW TO PROVIDE OPPORTUNITIES FOR STUDENTS AND TEACHERS TO COMMUNICATE WITH NATIVE SPEAKERS.~~

~~10(c) THE TEACHER KNOWS HOW TO COMMUNICATE TO EDUCATION STAKEHOLDERS THE AMOUNT OF TIME AND ENERGY NEEDED FOR STUDENTS TO BE SUCCESSFUL IN ACQUIRING A SECOND LANGUAGE.~~

~~10(d) THE TEACHER UNDERSTANDS THE EFFECTS OF SECOND LANGUAGE ACQUISITION ON FIRST LANGUAGE MASTERY AND EDUCATION IN GENERAL.~~

PERFORMANCE

~~10(e) THE TEACHER INFORMS STUDENTS AND THE BROADER COMMUNITY OF CAREER OPPORTUNITIES AND PERSONAL ENRICHMENT THAT PROFICIENCY IN A SECOND LANGUAGE PROVIDES IN THE UNITED STATES AND BEYOND ITS BORDERS.~~

~~10(f) THE TEACHER ENCOURAGES STUDENTS TO PARTICIPATE IN COMMUNITY EXPERIENCES RELATED TO THE TARGET CULTURE.~~

GLOSSARY OF TERMS

~~**AMERICAN COUNCIL OF TEACHERS OF FOREIGN LANGUAGES (ACTFL)** AN ORGANIZATION FOR WORLD LANGUAGE PROFESSIONALS OF K-12 AND HIGHER EDUCATION THAT SETS THE STANDARDS FOR AN AGREED UPON SET OF DESCRIPTIONS OF WHAT INDIVIDUALS CAN DO WITH LANGUAGE IN TERMS OF INTERPRETIVE, INTERPERSONAL, AND PRESENTATIONAL MODES FOR REAL-WORLD SITUATIONS IN A SPONTANEOUS AND NON-REHEARSED CONTEXT. IN ADDITION, THEY PROVIDE PROFICIENCY GUIDELINES THAT IDENTIFY FIVE MAJOR LEVELS OF PROFICIENCY: DISTINGUISHED, SUPERIOR, ADVANCED, INTERMEDIATE, AND NOVICE. THE MAJOR LEVELS ADVANCED, INTERMEDIATE, AND NOVICE ARE SUBDIVIDED INTO HIGH, MID, AND LOW SUBLEVELS. THE LEVELS OF THE ACTFL GUIDELINES DESCRIBE THE CONTINUUM OF PROFICIENCY FROM THAT OF THE HIGHLY ARTICULATE, WELL-EDUCATED LANGUAGE USER TO~~

~~A LEVEL OF LITTLE OR NO FUNCTIONAL ABILITY. THESE GUIDELINES PRESENT THE LEVELS OF PROFICIENCY AS RANGES, AND DESCRIBE WHAT AN INDIVIDUAL CAN AND CANNOT DO WITH LANGUAGE AT EACH LEVEL, REGARDLESS OF WHERE, WHEN HOW THE LANGUAGE WAS ACQUIRED.~~

~~**ACTFL PERFORMANCE DESCRIPTORS**— A ROADMAP FOR TEACHING AND LEARNING, HELPING TEACHERS CREATE PERFORMANCE TASKS TARGETED TO THE APPROPRIATE PERFORMANCE RANGE, WHILE CHALLENGING LEARNERS TO ALSO USE STRATEGIES FROM THE NEXT HIGHER RANGE. PERFORMANCE IS DESCRIBED AS THE ABILITY TO USE LANGUAGE THAT HAS BEEN LEARNED AND PRACTICED IN AN INSTRUCTIONAL SETTING.~~

~~**COMPREHENSIBLE INPUT**— LANGUAGE THAT IS ACCESSIBLE TO STUDENTS BY ENSURING THAT THE INSTRUCTOR IS USING THE TARGET LANGUAGE WITHIN THE REACH OF THE STUDENTS' COMPREHENSION~~

~~**COMPREHENSIBLE OUTPUT**— LANGUAGE PRODUCED BY THE LEARNER THAT IS UNDERSTANDABLE TO OTHERS, OFTEN THROUGH TRIAL AND ERROR~~

~~**CRITICAL THINKING**— AN INTELLECTUALLY DISCIPLINED PROCESS OF ACTIVELY AND SKILLFULLY APPLYING, ANALYZING, SYNTHESIZING, AND OR EVALUATING INFORMATION, WHICH IN ITS EXEMPLARY FORM TRANSCENDS SUBJECT MATTER DISCIPLINES~~

~~**EDUCATION STAKEHOLDERS**— STUDENTS, PARENTS, FACULTY, ADMINISTRATION, AND COMMUNITY MEMBERS~~

~~**INTERPERSONAL MODE (ACTFL)**— LEARNERS INTERACT AND NEGOTIATE MEANING IN SPOKEN, SIGNED, OR WRITTEN CONVERSATIONS TO SHARE INFORMATION REACTIONS, FEELINGS, AND OPINIONS~~

~~**INTERPRETIVE MODE (ACTFL)**— LEARNERS UNDERSTAND, INTERPRET, AND ANALYZE WHAT IS HEARD AND READ ON A VARIETY OF TOPICS~~

~~**LOW AFFECTIVE FILTER**— A METAPHORICAL FILTER THAT IS CAUSED BY A STUDENT'S NEGATIVE EMOTIONS WHICH REDUCE THE STUDENT'S ABILITY TO UNDERSTAND THE LANGUAGE SPOKEN TO THEM~~

~~**NCSSFL (NATIONAL COUNCIL OF STATE SUPERVISORS OF FOREIGN LANGUAGES) ACTFL CAN DO STATEMENTS**— DESCRIBE THE SPECIFIC LANGUAGE TASKS THAT LEARNERS ARE LIKELY TO PERFORM AT VARIOUS LEVELS OF PROFICIENCY~~

~~**NEGOTIATION OF MEANING** — A PROCESS THAT SPEAKERS GO THROUGH TO REACH A CLEAR UNDERSTANDING OF EACH OTHER~~

~~**PRESENTATIONAL MODE (ACTFL)** — LEARNERS PRESENT INFORMATION, CONCEPTS, AND IDEAS TO INFORM, PERSUADE, EXPLAIN, AND NARRATE ON A VARIETY OF TOPICS USING APPROPRIATE MEDIA AND ADAPTING TO VARIOUS AUDIENCES OF LISTENERS, READERS, OR VIEWERS~~

~~**PROFICIENCY** — USING THE TARGET LANGUAGE WITH FLUENCY AND ACCURACY~~

~~**SECOND LANGUAGE** — ANY LANGUAGE THAT ONE SPEAKS OTHER THAN ONE'S FIRST LANGUAGE — ALSO KNOWN AS L2, TARGET LANGUAGE, ADDITIVE LANGUAGE~~

~~**SECOND LANGUAGE ACQUISITION** — THE PROCESS BY WHICH PEOPLE LEARN A SECOND LANGUAGE AND THE SCIENTIFIC DISCIPLINE THAT IS DEVOTED TO UNDERSTANDING THAT PROCESS~~

~~**SCAFFOLDING** — A PROCESS THAT ENABLES A STUDENT TO SOLVE A PROBLEM, CARRY OUT A TASK, OR ACHIEVE A GOAL WHICH OTHERWISE WOULD BE BEYOND HIS OR HER UNASSISTED EFFORTS INCLUDING INSTRUCTIONAL, PROCEDURAL, AND VERBAL TECHNIQUES~~

~~**TASK BASED** — TASK BASED LEARNING FOCUSES ON THE USE OF AUTHENTIC LANGUAGE THROUGH MEANINGFUL TASKS, SUCH AS VISITING THE DOCTOR OR REQUESTING AN APPOINTMENT WITH AN INSTRUCTOR THROUGH EMAIL.~~

Other Teacher Endorsement Areas

~~Several teacher endorsement areas were not individually addressed in the current standards (refer to list below), given the small number of courses offered in these specific areas.~~

~~To be recommended for endorsement in these content areas, a candidate must meet the Idaho Core Teacher Standards and any current standards of their professional organization(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

Content/Endorsement Areas

- ~~• Humanities*~~
- ~~• Psychology~~
- ~~• Sociology~~

~~*The Idaho Standards for the Initial Certification of Teachers address content areas traditionally categorized as humanities requirements for students (e.g. music, drama, art, foreign language).~~

~~ADMINISTRATOR ENDORSEMENTS~~

IDAHO STANDARDS FOR ADMINISTRATORS

All administrator candidates are expected to meet the standards specific to their discipline area(s). Additionally, all administrator candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

In accordance with Section 33-1207A, Idaho Code, reviews of already approved nonpublic teacher preparation programs shall be limited to substantive alignment with knowledge or equivalent standards.

EXAMPLE

School Principal Standard 2: Ethics and Professional Norms - ~~Effective~~The school principals candidate acts ethically, legally, and with fiscal responsibility in accordance with ~~according to~~ professional norms and the Code of Ethics for Idaho Professional Educators to promote ~~all students'~~the academic success and well-being of all students.

The nonpublic teacher preparation program review of School Principal Standard 2 shall be limited to verification that the candidate **knows how** they can act ethically, legally, and with fiscal responsibility in accordance with ~~according to~~ professional norms and the Code of Ethics for Idaho Professional Educators to promote ~~all students'~~the academic success and well-being of all students.

IDAHO STANDARDS FOR SCHOOL PRINCIPALS

~~ALL ADMINISTRATOR CANDIDATES ARE EXPECTED TO MEET STANDARDS SPECIFIC TO THEIR DISCIPLINE AREA(S) AT THE "ACCEPTABLE" LEVEL OR ABOVE. ADDITIONALLY, ALL ADMINISTRATOR CANDIDATES ARE EXPECTED TO MEET THE REQUIREMENTS DEFINED IN STATE BOARD RULE (IDAPA 08.02.02: RULES GOVERNING UNIFORMITY).~~

~~The following standards and competencies for school principals were developed based on widely recognized standards and are grounded in the Professional Standards for Educational Leaders (PSEL) 2015, as adopted by the National Policy Board for Educational Administration. These standards are not all encompassing or absolute but are indicative of the requirements necessary for effective school principals. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

Standard 1: Mission, Vision, and Beliefs - ~~Effective~~The school principals candidate demonstrates knowledge of how to develop, advocate, and enact a shared mission, vision, and beliefs of high-

quality education and academic success, college and career readiness, and well-being of all students.

Knowledge

- ~~1(a) The school principal understands how to develop an educational mission for the school to promote the academic success and well-being of all students.~~
- ~~1(b) The school principal understands the importance of developing a shared understanding of and commitment to mission, vision, and beliefs within the school and the community.~~
- ~~1(c) The school principal understands how to model and pursue the school's mission, vision, and beliefs in all aspects of leadership.~~

Performance

- ~~1(d) The school principal participates in the process of using relevant data to develop and promote a vision for the school on the successful learning and development of all students.~~
- ~~1(e) The school principal articulates, advocates, and cultivates beliefs that define the school's culture and stress the imperative of child-centered education.~~
- ~~1(f) The school principal strategically develops and evaluates actions to achieve the vision for the school.~~
- ~~1(g) The school principal reviews the school's mission and vision and makes recommendations to adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.~~

Standard 2: Ethics and Professional Norms - ~~Effective~~ The school principals candidate acts ethically, legally, and with fiscal responsibility in accordance with ~~according to~~ professional norms and the Code of Ethics for Idaho Professional Educators to promote ~~all students'~~ the academic success and well-being of all students.

Knowledge

- ~~2(a) The school principal understands ethical frameworks and perspectives.~~
- ~~2(b) The school principal understands the Code of Ethics for Idaho Professional Educators.~~
- ~~2(c) The school principal understands policies and laws related to schools and districts.~~
- ~~2(d) The school principal understands how to act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.~~
- ~~2(e) The school principal understands the importance of placing children at the center of education and accepting responsibility for each student's academic success and well-being.~~

Performance

- ~~2(f) The school principal acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.~~
- ~~2(g) The school principal leads with interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.~~
- ~~2(h) The school principal models and promotes ethical and professional behavior among teachers and staff in accordance with the Code of Ethics for Idaho Professional Educators.~~

Standard 3: Equity and Cultural Responsiveness – ~~School~~The school principals candidate strives for equity of educational opportunity and models culturally responsive practices to promote ~~all students'~~the academic success and well-being of all students.

Knowledge

- ~~3(a) The school principal understands how to recognize and respect all students' strengths, diversity, and culture as assets for teaching and learning.~~
- ~~3(b) The school principal understands the need for each student to have equitable access to effective teachers, learning opportunities, and academic and social support.~~
- ~~3(c) The school principal understands the importance of preparing students to live productively in and contribute to society.~~
- ~~3(d) The school principal understands how to address matters of equity and cultural responsiveness in all aspects of leadership.~~
- ~~3(e) The school principal understands how to ensure that all students are treated fairly, respectfully, and with an understanding of each student's culture and context.~~

Performance

- ~~3(f) The school principal develops processes that employ all students' strengths, diversity, and culture as assets for teaching and learning.~~
- ~~3(g) The school principal evaluates student policies that address student misconduct in a positive, fair, and unbiased manner.~~
- ~~3(h) The school principal acts with cultural competence and responsiveness in their interactions, decision making, and practice.~~

Standard 4: Curriculum, Instruction, and Assessment - ~~School~~The school principals candidate demonstrates how to develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote ~~all students'~~the academic success and well-being of all students.

Knowledge

- ~~4(a) The school principal understands how to implement and align coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and beliefs~~

~~of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.~~

~~4(b) The school principal understands how to promote instructional practice that is consistent with knowledge of learning and development, effective teaching, and the needs of each student.~~

~~4(c) The school principal understands the importance of instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.~~

~~4(d) The school principal understands how to utilize valid assessments that are consistent with knowledge of learning and development and technical standards of measurement.~~

~~4(e) The school principal understands how to ensure instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.~~

Performance

~~4(f) The school principal participates in aligning and focusing systems of curriculum, instruction, and assessment within and across grade levels and programs to promote student academic and career success.~~

~~4(g) The school principal uses and promotes the effective use of technology in the service of teaching and learning.~~

~~4(h) The school principal uses assessment data appropriately and effectively, and within technical limitations to monitor student progress and improve instruction.~~

Standard 5: Community of Care and Support for Students - ~~School~~ The school principals candidate demonstrates knowledge of how to cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of all students.

Knowledge

~~5(a) The school principal understands how to build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of all students.~~

~~5(b) The school principal understands how to promote adult student, peer-peer, and school community relationships that value and support academic learning and positive social and emotional development.~~

~~5(c) The school principal understands the laws and regulations associated with special student populations.~~

~~5(d) The school principal understands various intervention strategies utilized to close achievement gaps.~~

~~5(e) The school principal understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.~~

Performance

- ~~5(f) The school principal participates in creating and sustaining a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.~~
- ~~5(g) The school principal assists in designing coherent, responsive systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.~~
- ~~5(h) The school principal cultivates and reinforces student engagement in school and positive student conduct.~~

Standard 6: Professional Capacity of School Personnel - ~~School~~ The school principals candidate develop~~s~~ the individual professional capacity and practice of school personnel to promote ~~all students'~~ the academic success and well-being of all students.

Knowledge

- ~~6(a) The school principal understands how to recruit, hire, support, develop, and retain effective and caring teachers and staff.~~
- ~~6(b) The school principal understands how to plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.~~
- ~~6(c) The school principal understands how to develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.~~
- ~~6(d) The school principal understands the importance of the personal and professional health of teachers and staff.~~
- ~~6(e) The school principal understands the Idaho adopted framework for teaching.~~
- ~~6(f) The school principal understands how to create individualized professional learning plans and encourage staff to incorporate reflective goal setting practices at the beginning of the school year.~~
- ~~6(g) The school principal understands how to foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for all students.~~
- ~~6(h) The school principal understands how to empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.~~

Performance

- ~~6(i) The school principal assists in developing teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.~~

- ~~6(j) The school principal delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.~~
- ~~6(k) The school principal increases their professional learning and effectiveness through reflection, study, and improvement, maintaining a healthy work life balance.~~
- ~~6(l) The school principal utilizes observation and evaluation methods to supervise instructional personnel.~~

Standard 7: Professional Community for Teachers - ~~School~~The school principals candidate demonstrates knowledge of how to foster a professional community of teachers and other professional staff to promote ~~all students'~~the academic success and well-being of all students.

Knowledge

- ~~7(a) The school principal understands how to develop workplace conditions for teachers and other staff that promote effective professional development, practice, and student learning.~~
- ~~7(b) The school principal understands how to establish and sustain a professional culture of trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.~~
- ~~7(c) The school principal understands how to promote mutual accountability among teachers and other staff for each student's success and the effectiveness of the school as a whole.~~
- ~~7(d) The school principal understands how to encourage staff initiated improvement of programs and practices.~~

Performance

- ~~7(e) The school principal assists in developing and supporting open, productive, caring, and trusting working relationships among teachers and staff to promote professional capacity and the improvement of practice.~~
- ~~7(f) The school principal designs and implements job-embedded and other opportunities for professional learning collaboratively with teachers and staff.~~
- ~~7(g) The school principal assists with and critiques opportunities provided for collaborative examination of practice, collegial feedback, and collective learning.~~

Standard 8: Meaningful Engagement of Families and Community – ~~School~~The school principals candidate engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote ~~all students'~~the academic success and well-being of all students.

Knowledge

- ~~8(a) The school principal understands how to create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.~~

- ~~8(b) The school principal understands and values the community's cultural, social, and intellectual resources to promote student learning and school improvement.~~
- ~~8(c) The school principal understands how to develop and provide the school as a resource for families and the community.~~
- ~~8(d) The school principal understands the need to advocate for the school and district and for the importance of education, student needs, and priorities to families and the community.~~
- ~~8(e) The school principal understands how to build and sustain productive partnerships with the community to promote school improvement and student learning.~~
- ~~8(f) The school principal understands how to create means for the school community to partner with families to support student learning in and out of school.~~
- ~~8(g) The school principal understands how to employ the community's cultural, social, and intellectual resources to promote student learning and school improvement.~~

Performance

- ~~8(h) The school principal facilitates open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.~~
- ~~8(i) The school principal demonstrates a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.~~
- ~~8(j) The school principal advocates publicly for the needs and priorities of students, families, and the school community.~~

Standard 9: Operations and Management – ~~School~~ The school principals candidate demonstrates knowledge of how to manage school operations and resources to promote ~~all students' the~~ academic success and well-being of all students.

Knowledge

- ~~9(a) The school principal understands how to institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.~~
- ~~9(b) The school principal understands how to strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address all students' learning needs.~~
- ~~9(c) The school principal understands how to seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; the student learning community; professional capacity and community; and family and community engagement.~~
- ~~9(d) The school principal understands the need to be responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.~~

- ~~9(e) The school principal understands how to employ technology to improve the quality and efficiency of operations and management.~~
- ~~9(f) The school principal understands how to comply and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.~~
- ~~9(g) The school principal understands governance processes and internal and external politics toward achieving the school's mission and vision.~~
- ~~9(h) The school principal understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.~~
- ~~9(i) The school principal understands the value of transparency regarding decision making and the allocation of resources.~~
- ~~9(j) The school principal understands how to institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.~~
- ~~9(k) The school principal understands how to protect teachers' and other staff members' work and learning from disruption.~~
- ~~9(l) The school principal understands how to develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.~~
- ~~9(m) The school principal understands how to develop and manage productive relationships with the district office and school board.~~
- ~~9(n) The school principal understands how to develop and administer systems for fair and equitable management of conflict among students, teachers and staff, leaders, families, and community.~~

Performance

- ~~9(o) The school principal assists in managing staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.~~
- ~~9(p) The school principal assists in seeking, acquiring, and managing fiscal, physical, and other resources to support curriculum, instruction, and assessment; the student learning community; professional capacity and community; and family and community engagement.~~
- ~~9(q) The school principal utilizes technology to improve the quality and efficiency of operations and management.~~
- ~~9(r) The school principal assists in developing and maintaining data and communication systems to deliver actionable information for classroom and school improvement.~~

- 9(c) ~~The school principal complies with and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.~~

Standard 10: Continuous School Improvement – ~~School~~ The school principals candidate demonstrates knowledge of the use of data to create a continuous school improvement plan ~~act as agents of continuous school improvement~~ to promote ~~all students'~~ the academic success and well-being of all students.

Knowledge

- 10(a) ~~The school principal understands how to make school more effective for all students, teachers, staff, families, and the community.~~
- 10(b) ~~The school principal understands methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the school.~~
- 10(c) ~~The school principal understands change and change management processes.~~
- 10(d) ~~The school principal understands a systems approach to promote coherence among improvement efforts and all aspects of school organization, programs, and services.~~
- 10(e) ~~The school principal understands how to create and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.~~
- 10(f) ~~The school principal understands how to implement methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the school.~~
- 10(g) ~~The school principal understands how to manage uncertainty, risk, competing initiatives, and politics of change.~~
- 10(h) ~~The school principal understands how to assess and develop the capacity of staff to evaluate the value and applicability of emerging educational trends and the findings of research for the school and its improvement.~~
- 10(i) ~~The school principal understands how to promote readiness, instill mutual commitment and accountability, and develop the knowledge, skills, and motivation to succeed in improvement.~~

Performance

- 10(j) ~~The school principal participates in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.~~
- 10(k) ~~The school principal analyzes situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.~~
- 10(l) ~~The school principal assists in developing appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and~~

~~external partners for support in planning, implementation, monitoring, feedback, and evaluation.~~

DRAFT

IDAHO STANDARDS FOR SUPERINTENDENTS

~~ALL ADMINISTRATOR CANDIDATES ARE EXPECTED TO MEET STANDARDS SPECIFIC TO THEIR DISCIPLINE AREA(S) AT THE "ACCEPTABLE" LEVEL OR ABOVE. ADDITIONALLY, ALL ADMINISTRATOR CANDIDATES ARE EXPECTED TO MEET THE REQUIREMENTS DEFINED IN STATE BOARD RULE (IDAPA 08.02.02: RULES GOVERNING UNIFORMITY).~~

~~The following standards and competencies for superintendents were developed based on widely recognized standards and are grounded in the Professional Standards for Educational Leaders (PSEL) 2015, as adopted by the National Policy Board for Educational Administration. These standards are not all encompassing or absolute but are indicative of the requirements necessary for effective superintendents. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~In addition to the standards listed here, superintendents must also meet the Idaho Standards for School Principals.~~

Standard 1: Mission, Vision, and Beliefs – ~~Effective~~ The superintendents candidate engages the school community to develop, advocate, and enact a shared mission, vision, and the beliefs for high-quality education and academic success for all students.

Knowledge

- ~~1(a) The superintendent understands the principles of developing and implementing strategic plans.~~

Performance

- ~~1(b) The superintendent articulates, advocates, and cultivates beliefs that define the district's culture and stress the imperative of child centered education and continuous improvement.~~
- ~~1(c) The superintendent strategically develops, implements, and evaluates actions to achieve the vision for the district.~~
- ~~1(d) The superintendent reviews the district's mission and vision and adjusts them to changing expectations and opportunities for the district, and changing needs.~~
- ~~1(e) The superintendent develops shared understanding of and commitment to mission, vision, and beliefs within the district and the community.~~
- ~~1(f) The superintendent models and pursues the district's mission, vision, and beliefs in all aspects of leadership.~~

Standard 2: Ethics and Professionalism – ~~Effective~~ The superintendents candidate acts ethically, legally, and with fiscal responsibility in accordance with professional norms and the Code of Ethics for Idaho Professional Educators.

Performance

- ~~2(a) — The superintendent acts in accordance with and promotes the Code of Ethics for Idaho Professional Educators.~~
- ~~2(b) — The superintendent acts ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the district's resources, and all aspects of district leadership.~~
- ~~2(c) — The superintendent acts in accordance with and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.~~

Standard 3: Equity and Cultural Responsiveness – ~~Effective~~ The superintendents candidate strives for equity of educational opportunity and respect models and promotes a respectful and inclusive attitude for diversity within the school district and larger communities.

Performance

- ~~3(a) — The superintendent ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.~~
- ~~3(b) — The superintendent recognizes and addresses implicit biases of student marginalization and low expectations associated with race, class, culture and language, and disability or special status.~~
- ~~3(c) — The superintendent safeguards and promotes the values of democracy, individual freedom and responsibility, equity, and diversity.~~

Standard 4: High Expectations for Student Success – ~~Effective~~ The superintendents candidate sets high expectations for all students and cultivates the conditions for student learning.

Performance

- ~~4(a) — The superintendent implements coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and beliefs of the district, embody high expectations for student learning, align with academic standards, and provide a pathway to college and/or career.~~
- ~~4(b) — The superintendent aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels and schools to promote student academic success.~~

Standard 5: High Expectations for Professional Practice – ~~Effective~~ The superintendents candidate develops the individual professional capacity and practice of school district personnel to promote the academic student success and well-being of all students.

Performance

- ~~5(a) The superintendent recruits, hires, supports, develops, and retains effective and caring educators and staff.~~
- ~~5(b) The superintendent develops principals', teachers', and staff members' professional knowledge, skills, and practice.~~
- ~~5(c) The superintendent delivers actionable feedback about instruction and other professional practice through valid, research anchored systems of supervision and evaluation to support the development of principals', teachers' and staff members' knowledge, skills, and practice.~~
- ~~5(d) The superintendent empowers and motivates principals, teachers, and staff to the highest levels of professional practice (individually and collectively) for continuous learning and improvement.~~
- ~~5(e) The superintendent develops workplace conditions for principals, teachers and other professional staff that promote effective professional development, practice, and student learning.~~
- ~~5(f) The superintendent empowers and entrusts principals, teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and beliefs of the district.~~
- ~~5(g) The superintendent establishes and sustains a professional culture of engagement and commitment to shared vision, goals, and objectives.~~
- ~~5(h) The superintendent establishes mutual accountability among educators and other professional staff for each student's success and the effectiveness of the district as a whole.~~
- ~~5(i) The superintendent supports open, productive, collaborative, trusting working relationships among principals, teachers, and staff to build professional capacity and improve practices.~~
- ~~5(j) The superintendent designs and implements job embedded and other opportunities for professional learning collaboratively with principals, teachers, and staff.~~

Standard 6: Advocacy and ~~e~~Communications – ~~Effective~~The superintendent ~~candidates~~ engages with ~~school district personnel and the community~~ others in meaningful, reciprocal, and mutually beneficial ways to promote student success.

Performance

- ~~6(a) The superintendent engages in regular and open two-way communication with families, the community, and other stakeholders about the district, students, needs, problems, and accomplishments.~~
- ~~6(b) The superintendent creates means for the district community to partner with families to support student learning in and out of schools in the district.~~
- ~~6(c) The superintendent advocates for education, the district and school, principals, teachers, parents, and students to engender district support and involvement.~~

~~6(d) The superintendent works effectively in the political environment at district, local, and state levels.~~

~~6(e) The superintendent builds and sustains productive partnerships with public and private sectors to promote district improvement and student learning.~~

Standard 7: Operations and Management – ~~Effective~~ The superintendent candidates demonstrates knowledge of how to manage school district operations and monetary and non-monetary resources to promote system success.

Knowledge

~~7(a) The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract law.~~

~~7(b) The superintendent understands the responsibility and need for planning, maintaining, and budgeting for school facilities, personnel, technology, support services, and instructional programs.~~

~~7(c) The superintendent understands the importance of educating the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.~~

~~7(d) The superintendent understands and helps the school district community understand local, state, and federal laws, rights, policies, and regulations to promote student success.~~

Performance

~~7(e) The superintendent institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the district.~~

~~7(f) The superintendent organizes time and delegates responsibilities to balance administrative/ managerial, educational, and community leadership priorities.~~

~~7(g) The superintendent strategically manages human resources, assigning and scheduling staff to roles and responsibilities that optimize their professional capacity.~~

~~7(h) The superintendent is a responsible, ethical, and accountable steward of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.~~

~~7(i) The superintendent develops and maintains data and communication systems for continuous improvement.~~

~~7(j) The superintendent develops and administers systems for fair and equitable management of conflict among students, principals, teachers, staff, leaders, families, and community.~~

~~7(k) The superintendent complies with local, state, and federal laws, rights, policies, and regulations to promote student success.~~

Standard 8: Continuous Improvement – ~~Effective~~ The superintendent candidates engages in a process of continuous improvement to ensure student success.

Knowledge

- ~~8(a) The superintendent understands the responsibility and need to promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.~~

Performance

- ~~8(b) The superintendent uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the district.~~
- ~~8(c) The superintendent engages principals, teachers and stakeholders in an ongoing process of evidence based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous district and school improvement.~~
- ~~8(d) The superintendent utilizes data to drive improvement.~~
- ~~8(e) The superintendent adopts a systems perspective and promotes coherence among improvement efforts and all aspects of district organization, programs, and services.~~
- ~~8(f) The superintendent manages change — uncertainty, risks, competing initiatives, and politics.~~
- ~~8(g) The superintendent ensures that a clearly articulated district continuous improvement plan is implemented, monitored, evaluated, and revised.~~

Standard 9: Governance – ~~Effective~~ The superintendents candidate understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.

Knowledge

- ~~9(a) The superintendent understands and complies with applicable laws, statutes, and regulations.~~
- ~~9(b) The superintendent understands the role of and effectively utilizes legal counsel.~~
- ~~9(c) The superintendent understands the organizational complexity of school districts, drawing from systems and organizational theory.~~
- ~~9(d) The superintendent understands the roles and responsibilities of both the superintendent and the local governing board.~~

Performance

- ~~9(e) The superintendent manages governance processes and internal/external politics toward achieving the district's mission and vision.~~
- ~~9(f) The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.~~

- ~~9(g) The superintendent seeks and implements effective solutions that comply with local, state, and federal laws, rules, and policies.~~
- ~~9(h) The superintendent ensures transparency by complying with the requirements of Idaho open meeting and public records laws.~~
- ~~9(i) The superintendent develops and fosters a productive relationship with the local governing board.~~
- ~~9(j) The superintendent advises the local governing board on legal, ethical, and current educational issues and provide/encourage ongoing professional development.~~

DRAFT

IDAHO STANDARDS FOR ~~SPECIAL EDUCATION D~~DIRECTORS OF SPECIAL EDUCATION

~~ALL ADMINISTRATOR CANDIDATES ARE EXPECTED TO MEET STANDARDS SPECIFIC TO THEIR DISCIPLINE AREA(S) AT THE "ACCEPTABLE" LEVEL OR ABOVE. ADDITIONALLY, ALL ADMINISTRATOR CANDIDATES ARE EXPECTED TO MEET THE REQUIREMENTS DEFINED IN STATE BOARD RULE (IDAPA 08.02.02: RULES GOVERNING UNIFORMITY).~~

~~The following standards and competencies for special education directors were developed based on widely recognized standards and are grounded in the Professional Standards for Educational Leaders (PSEL) 2015, as adopted by the National Policy Board for Educational Administration. These standards are not all encompassing or absolute but are indicative of the requirements necessary for effective special education directors. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~In addition to the standards listed here, special education directors must also meet Idaho Standards for School Principals.~~

Standard 1: Mission, Vision, and Beliefs - ~~Effective~~The special education directors candidate demonstrates knowledge of how to develop, advocate, and enact a shared mission, vision, and beliefs of high-quality education and academic success, college and career readiness, and well-being of all students.

Knowledge

- ~~1(a) The special education director understands the importance of the district's mission and vision to promote academic success and well-being of all students.~~
- ~~1(b) The special education director understands the beliefs of the teaching profession that promote high expectation and student support; equity, inclusiveness, and equal access; openness, caring, and trust; and continuous improvement.~~
- ~~1(c) The special education director understands the importance of leading with the district's mission, vision and beliefs.~~

Performance

- ~~1(d) The special education director evaluates and assesses the mission of the district to ensure it promotes the academic success and well-being of all students.~~
- ~~1(e) The special education director, in collaboration with members of the district and the community, use relevant data to develop and promote a vision for the district on the~~

~~successful learning and development of all children and on instructional and organizational practices that promote such success.~~

- ~~1(f) The special education director articulates, advocates, and cultivates beliefs that define the district's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and equal access; openness, caring, and trust; and continuous improvement.~~
- ~~1(g) The special education director reviews the district's mission and vision and adjusts them to changing expectations and opportunities for the district, and changing needs and situations of all students.~~
- ~~1(h) The special education director develops shared understanding of and commitment to the mission, vision, and beliefs within the district and the community.~~
- ~~1(i) The special education director models and pursues the district's mission, vision, and beliefs in all aspects of leadership.~~

Standard 2: Ethics and Professional Norms - ~~Effective s~~The s special education directors ~~candidate~~ acts ~~s~~ ethically, legally, and with fiscal responsibility in accordance with ~~according to~~ professional norms and the Code of Ethics for Idaho Professional Educators to promote ~~all students' the~~ academic success and well-being of all students.

Knowledge

- ~~2(a) The special education director understands the Code of Ethics for Idaho Professional Educators and its importance to all student success and well-being.~~

Performance

- ~~2(b) The special education director acts ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the district's resources, and all aspects of district leadership.~~
- ~~2(c) The special education director places children at the center of education and accepts responsibility for all students' general and special education academic success and well-being.~~
- ~~2(d) The special education director safeguards and promotes individual freedom and responsibility, equity, equal access, community, and diversity.~~
- ~~2(e) The special education director provides direction for ethical and professional behavior among principals, teachers, and staff.~~

Standard 3: Equity and Cultural Responsiveness – ~~The Ss~~ special education directors ~~candidate~~ strives ~~s~~ for equity of educational opportunity and models culturally responsive practices to promote ~~all students' the~~ academic success and well-being of all students.

Knowledge

- ~~3(a) The special education director understands the importance of student's equitable access to effective teaching, equal opportunities for academic, social supports, and resources to be successful.~~

- ~~3(b) The special education director understands leadership roles when addressing equity and cultural responsiveness to assure district policies and procedures are positive, fair, and unbiased.~~

Performance

- ~~3(c) The special education director develops district policies to address student misconduct in a positive, fair, and unbiased manner.~~
- ~~3(d) The special education director monitors and addresses institutional biases of student marginalization and low expectations associated with race, class, culture and language, and disability or special status.~~
- ~~3(e) The special education director address matters of equity and cultural responsiveness in all aspects of leadership.~~

Standard 4: Curriculum, Instruction, and Assessment - ~~Special~~ The special education directors candidate demonstrates how to develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote ~~all students'~~ the academic success and well-being of all students.

Knowledge

- ~~4(a) The special education director understands the multi-tiered level of support system of curriculum, instruction, assessment, and technology that embodies high expectation for all students' learning, which is aligned with academic and behavior standards, and is culturally responsive.~~
- ~~4(b) The special education director understands child learning and development, effective teaching, and data utilization to increase student academic success.~~
- ~~4(c) The special education director understands the importance of assessment and the different types of assessment that drive instruction.~~

Performance

- ~~4(d) The special education director aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels, including post-secondary outcomes, to promote all students' academic and career success.~~
- ~~4(e) The special education director promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of all students.~~
- ~~4(f) The special education director ensures instructional practice that is intellectually challenging, authentic to all student experiences, recognizes student strengths, and is differentiated and personalized.~~

Standard 5: Community of Care and Support for Students - ~~Special~~ The special education directors candidate demonstrates knowledge of how to cultivate an inclusive, caring, and supportive school district community that promotes the academic success and well-being of all students.

Knowledge

~~5(a) — The special education director knows how to create a safe, caring, and healthy district environment that includes all students as members of the district's community that promotes positive learning environments.~~

~~5(b) — The special education director knows how to create an environment of strong engagement and positive conduct to meet the learning needs of all students.~~

Performance

~~5(c) — The special education director promotes adult student, peer peer, school, and district community relationships that value and support academic learning and positive social and emotional development.~~

~~5(d) — The special education director infuses the district's learning environment with the cultures and languages of the district's community.~~

Standard 6: Professional Capacity of District and School Personnel - ~~Special~~ The special education director candidates develop s the professional capacity and practice of school district personnel to promote ~~each student's~~ the academic success and well-being of each student.

Knowledge

~~6(a) — The special education director understands educational employment trends and how they impact the district's ability to recruit, hire, support, develop, and retain effective and caring teachers and other professional staff.~~

~~6(b) — The special education director knows the importance of on going professional development to ensure opportunities for personal learning and growth, self-reflection, study, and improvement, maintaining a healthy work life balance.~~

Performance

~~6(c) — The special education director fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.~~

~~6(d) — The special education director develops the capacity, opportunities, and support for special education teacher leadership and leadership from other members of the district community.~~

~~6(e) — The special education director promotes the personal and professional health, well-being, and work life balance of special education staff.~~

Standard 7: Professional Community for Teachers - ~~Special~~ The special education director candidates demonstrates knowledge of how to foster a professional community of teachers and other professional staff to promote ~~each student's~~ the academic success and well-being of each student.

Knowledge

~~7(a) — The special education director understands the importance of educating the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.~~

- ~~7(b) The special education director knows how to promote mutual accountability between special and general education to facilitate all students' educational success pursuant to the mission, vision, and beliefs of the district.~~

Performance

- ~~7(c) The special education director develops workplace conditions for special and general education staff that promote effective professional development, practice, and student learning.~~
- ~~7(d) The special education director empowers and entrusts special and general education staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and beliefs of the district.~~
- ~~7(e) The special education director promotes mutual accountability among special and general education staff for each student's success and the effectiveness of the district as a whole.~~
- ~~7(f) The special education director develops and supports open, productive, caring, and trusting working relationships among district and school leaders, teachers, and staff to promote professional capacity and the improvement of practice.~~
- ~~7(g) The special education director designs and implements job-embedded and other opportunities for professional learning collaboratively with district and school staff.~~
- ~~7(h) The special education director encourages special and general education staff-initiated improvement of programs and practices.~~

Standard 8: Meaningful Engagement of Families and Community – ~~Special~~ The special education director candidates engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote ~~each student's~~ the academic success and well-being of each student.

Knowledge

- ~~8(a) The special education director understands how to facilitate open effective communication with families and communities to promote student learning and achievements.~~
- ~~8(b) The special education director understands how to motivate and engage families and communities as partners in increasing student growth, as measured by post-secondary success.~~

Performance

- ~~8(c) The special education director is approachable, accessible, and welcoming to families and members of the community.~~
- ~~8(d) The special education director creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of all students.~~

- ~~8(e) The special education director engages in regular and open two-way communication with families and the community about the district, schools, students, needs, problems, and accomplishments.~~
- ~~8(f) The special education director creates means for the district community to partner with families to support student learning in and out of district.~~
- ~~8(g) The special education director understands, values, and employs the community's cultural, social, and intellectual resources to promote student learning and district improvement.~~
- ~~8(h) The special education director develops and provides the district as a resource for families and the community.~~
- ~~8(i) The special education director advocates for the district, the importance of education and student needs, priorities to families, and the community.~~
- ~~8(j) The special education director advocates publicly for the needs and priorities of students, families, and the community.~~
- ~~8(k) The special education director builds and sustains productive partnerships with public and private sectors to promote district improvement and student learning.~~

Standard 9: Operations and Management – ~~Special~~ The special education director candidates demonstrates knowledge of how to manages school district operations and resources to promote all students' the academic success and well-being of each student.

Knowledge

- ~~9(a) The special education director knows sources of funding (e.g., IDEA, General Funds, Medicaid) and how to create and implement budgetary systems aligned with the district's mission and vision.~~
- ~~9(b) The special education director knows how to allocate and account for district's monetary and non-monetary resources to assure each student's needs are met.~~

Performance

- ~~9(c) The special education director institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the district.~~
- ~~9(d) The special education director strategically manages staff resources, assigning and scheduling special education staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.~~
- ~~9(e) The special education director is a responsible, ethical, and accountable steward of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.~~
- ~~9(f) The special education director develops and maintains data and communication systems to deliver actionable information for classroom, school, and district improvement.~~

- ~~9(g) The special education director knows, complies with, and helps the district community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.~~
- ~~9(h) The special education director develops and administers systems for fair and equitable management of conflict among students, school and district staff, leaders, families, and community.~~
- ~~9(i) The special education director manages governance processes and internal and external politics toward achieving the district's mission and vision.~~

Standard 10: Continuous School and District Improvement - ~~Special~~ The special education director candidates demonstrates knowledge of the use of data to create a continuous school improvement plan ~~act as agents of continuous school and district improvement to promote each student's~~ the academic success and well-being of each student.

Knowledge

- ~~10(a) The special education director understands continuous improvement to engage in evidence based planning, implementation, and educational trends to improve outcomes for all students.~~
- ~~10(b) The special education director knows how to make schools within the district more effective for all students, teachers, staff, families, and the community.~~

Performance

- ~~10(c) The special education director uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the district.~~
- ~~10(d) The special education director assesses and develops the capacity of staff to gauge the value and applicability of emerging special education trends and the findings of research for the district and its improvement.~~
- ~~10(e) The special education director adopts a systems perspective and promotes coherence among improvement efforts and all aspects of district organization, programs, and services.~~
- ~~10(f) The special education director manages uncertainty, risk, competing initiatives, and the politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.~~

IDAHO STANDARDS FOR ~~PUPIL~~ ~~PUPIL~~ ~~PERSONNEL~~ ~~SS~~ SERVICES STAFF ENDORSEMENTS

The following national accreditation standards are recognized for each pupil service staff program:

- Audiology and Speech Language Pathologist – Council on Academic Accreditation (CAA), American Speech-Language-Hearing Association (ASHA)
- Nursing (School Nurse) – Commission on Collegiate Nursing Education (CCNE)
- School Counselor – Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- School Psychologist – National Association of School Psychologists (NASP)
- School Social Worker – Council on Social Work Education (CSWE)

A pupil service staff preparation program with national accreditation shall be considered to meet the Idaho Standards for the Pupil Service Staff program. Preparation programs with national accreditation shall be limited to verification of alignment with the State Specific Standards for Pupil Service Staff (see below).

STATE SPECIFIC STANDARDS FOR PUPIL SERVICE STAFF

Standard 1: American Indian Tribes and Tribal Sovereignty*. The pupil service staff candidate knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities and the cultural resources (e.g., language, history, indigenous knowledge) of American Indian students and their communities.

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

Standard 2: Code of Ethics for Idaho Professional Educators. The pupil service staff candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.

Standard 3: Digital Technology and Online Learning. The pupil service staff candidate knows how to use digital technology to support students in face-to-face, blended, and online environments.

ALREADY APPROVED NON-PUBLIC PREPARATION PROGRAMS

In accordance with Section 33-1207A, Idaho Code, reviews of already approved nonpublic teacher preparation programs shall be limited to substantive alignment with knowledge or equivalent standards.

EXAMPLE

School Counselor Standard 2: Foundations - School counselors should possess the knowledge, abilities, skills, and attitudes necessary to establish the foundations of a comprehensive school counseling program.

The nonpublic teacher preparation program review of School Counselor Standard 2 shall be limited to verification that the candidate **possesses the knowledge** to establish the foundations of a comprehensive school counseling program.

DRAFT

IDAHO STANDARDS FOR AUDIOLOGY

All audiology candidates are expected to meet standards specific to their discipline area(s) ~~at the “acceptable” level or above~~. Additionally, all audiology candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for audiologists were adopted from the Council For Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2012 Standards for the Certificate of Clinical Competence in Audiology). ~~These standards are not all encompassing or absolute but are indicative of the requirements necessary for effective audiologists. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

Standard I: Degree – Applicants for certification must have a doctoral degree. The course of study must address the knowledge and skills necessary to independently practice in the profession of audiology.

~~Implementation: Verification of the graduate degree is required of the applicant before the certificate is awarded. Degree verification is accomplished by submitting (a) an application signed by the director of the graduate program, indicating the degree date, and (b) an official transcript showing that the degree has been awarded, or a letter from the university registrar verifying completion of requirements for the degree.~~

~~Individuals educated outside the United States or its territories must submit official transcripts and evaluations of their degrees and courses to verify equivalency. These evaluations are typically conducted by credential evaluation services agencies recognized by the National Association of Credential Evaluation Services (NACES). Information that must be provided is (a) confirmation that the degree earned is equivalent to a U.S. doctoral degree, (b) translation of academic coursework into the American semester hour system, and (c) indication as to which courses were completed at the graduate level.~~

~~The CFCC has the authority to determine eligibility of all applicants for certification.~~

Standard II: Education Program – The graduate degree must be granted by a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

~~Implementation: Applicants whose graduate degree was awarded by a U.S. institution of higher education must have graduated from a program holding CAA accreditation in audiology.~~

~~Satisfactory completion of academic course work, clinical practicum, and knowledge and skills requirements must be verified by the signature of the program director or official designee of a CAA-accredited program or a program admitted to CAA candidacy.~~

Standard III: Program of Study – Applicants for certification must complete a program of study that includes academic course work and a minimum of 1,820 hours of supervised clinical practicum sufficient in depth and breadth to achieve the knowledge and skills outcomes

stipulated in Standard IV. The supervision must be provided by individuals who hold the ASHA Certificate of Clinical Competence (CCC) in Audiology.

~~Implementation: The program of study must address the knowledge and skills pertinent to the field of audiology. Clinical practicum must be approved by the academic program from which the student intends to graduate. The student must maintain documentation of time spent in supervised practicum, verified by the academic program in accordance with Standard IV.~~

~~Students shall participate in practicum only after they have had sufficient preparation to qualify for such experience. Students must obtain a variety of clinical practicum experiences in different work settings and with different populations so that they can demonstrate skills across the scope of practice in audiology. Acceptable clinical practicum experience includes clinical and administrative activities directly related to patient care. Clinical practicum is defined as direct patient/client contact, consultation, record keeping, and administrative duties relevant to audiology service delivery. Time spent in clinical practicum experiences should occur throughout the graduate program.~~

~~Supervision must be sufficient to ensure the welfare of the patient and the student in accordance with the ASHA Code of Ethics. Supervision of clinical practicum must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence. The amount of supervision must also be appropriate to the student's level of training, education, experience, and competence.~~

~~Supervisors must hold a current ASHA CCC in the appropriate area of practice. The supervised activities must be within the scope of practice of audiology to count toward certification.~~

Standard IV: Knowledge and Skills Outcomes – Applicants for certification must have acquired knowledge and developed skills in six areas: foundations of practice, prevention/identification, assessment, (re)habilitation, advocacy/consultation, and education/research/administration.

~~Implementation: This standard distinguishes between acquisition of knowledge for Standards IV A.1–21 and IV C.1, and the acquisition of knowledge and skills for Standards IV A.22–29, IV B, IV C.2–11, IV D, IV E, and IV F. The applicant must submit a completed application for certification signed by the academic program director verifying successful completion of all knowledge and skills in all six areas of Standard IV. The applicant must maintain copies of transcripts, and documentation of academic course work and clinical practicum.~~

Standard IV-A: Foundations of Practice

The applicant must have knowledge of:

- A1. Embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology
- A2. Genetics and associated syndromes related to hearing and balance
- A3. Normal aspects of auditory physiology and behavior over the life span
- A4. Normal development of speech and language
- A5. Language and speech characteristics and their development across the life span

- A6. Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment
- A7. Effects of hearing loss on communication and educational, vocational, social, and psychological functioning
- A8. Effects of pharmacologic and teratogenic agents on the auditory and vestibular systems
- A9. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services
- A10. Pathologies related to hearing and balance and their medical diagnosis and treatment
- A11. Principles, methods, and applications of psychometrics
- A12. Principles, methods, and applications of psychoacoustics
- A13. Instrumentation and bioelectrical hazards
- A14. Physical characteristics and measurement of electric and other nonacoustic stimuli
- A15. Assistive technology
- A16. Effects of cultural diversity and family systems on professional practice
- A17. American Sign Language and other visual communication systems
- A18. Principles and practices of research, including experimental design, statistical methods, and application to clinical populations
- A19. Legal and ethical practices (e.g., standards for professional conduct, patient rights, credentialing, and legislative and regulatory mandates)
- A20. Health care and educational delivery systems
- A21. Universal precautions and infectious/contagious diseases

The applicant must have knowledge and skills in:

- A22. Oral and written forms of communication
- A23. Principles, methods, and applications of acoustics (e.g., basic parameters of sound, principles of acoustics as related to speech sounds, sound/noise measurement and analysis, and calibration of audiometric equipment), as applicable to:
 - a. occupational and industrial environments
 - b. community noise
 - c. classroom and other educational environments
 - d. workplace environments
- A24. The use of instrumentation according to manufacturer's specifications and recommendations

- A25. Determining whether instrumentation is in calibration according to accepted standards
- A26. Principles and applications of counseling
- A27. Use of interpreters and translators for both spoken and visual communication
- A28. Management and business practices, including but not limited to cost analysis, budgeting, coding and reimbursement, and patient management
- A29. Consultation with professionals in related and/or allied service areas

Standard IV-B: Prevention and Identification

The applicant must have the knowledge and skills necessary to:

- B1. Implement activities that prevent and identify dysfunction in hearing and communication, balance, and other auditory-related systems
- B2. Promote hearing wellness, as well as the prevention of hearing loss and protection of hearing function by designing, implementing, and coordinating universal newborn hearing screening, school screening, community hearing, and occupational conservation and identification programs
- B3. Screen individuals for hearing impairment and disability/handicap using clinically appropriate, culturally sensitive, and age- and site-specific screening measures
- B4. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate, culturally sensitive, and age- and site-specific screening measures
- B5. Educate individuals on potential causes and effects of vestibular loss
- B6. Identify individuals at risk for balance problems and falls who require further vestibular assessment and/or treatment or referral for other professional services

Standard IV-C: Assessment

The applicant must have knowledge of:

- C1. Measuring and interpreting sensory and motor evoked potentials, electromyography, and other electrodiagnostic tests for purposes of neurophysiologic intraoperative monitoring and cranial nerve assessment

The applicant must have knowledge and skills in:

- C2. Assessing individuals with suspected disorders of hearing, communication, balance, and related systems
- C3. Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning
- C4. Performing otoscopy for appropriate audiological assessment/management decisions, determining the need for cerumen removal, and providing a basis for medical referral

- C5. Conducting and interpreting behavioral and/or electrophysiologic methods to assess hearing thresholds and auditory neural function
- C6. Conducting and interpreting behavioral and/or electrophysiologic methods to assess balance and related systems
- C7. Conducting and interpreting otoacoustic emissions and acoustic immittance (reflexes)
- C8. Evaluating auditory-related processing disorders
- C9. Evaluating functional use of hearing
- C10. Preparing a report, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan
- C11. Referring to other professions, agencies, and/or consumer organizations

Standard IV-D: Intervention (Treatment)

The applicant must have knowledge and skills in:

- D1. The provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication
- D2. Development of a culturally appropriate, audiologic rehabilitative management plan that includes, when appropriate, the following:
 - a. Evaluation, selection, verification, validation, and dispensing of hearing aids, sensory aids, hearing assistive devices, alerting systems, and captioning devices, and educating the consumer and family/caregivers in the use of and adjustment to such technology
 - b. Determination of candidacy of persons with hearing loss for cochlear implants and other implantable sensory devices and provision of fitting, mapping, and audiologic rehabilitation to optimize device use
 - c. Counseling relating to psychosocial aspects of hearing loss and other auditory dysfunction, and processes to enhance communication competence
 - d. Provision of comprehensive audiologic treatment for persons with hearing loss or other auditory dysfunction, including but not exclusive to communication strategies, auditory training, speech reading, and visual communication systems
- D3. Determination of candidacy for vestibular and balance rehabilitation therapy to persons with vestibular and balance impairments
- D4. Treatment and audiologic management of tinnitus
- D5. Provision of treatment services for infants and children with hearing loss; collaboration/consultation with early interventionists, school based professionals, and other service providers regarding development of intervention plans (i.e., individualized education programs and/or individualized family service plans)

- D6. Management of the selection, purchase, installation, and evaluation of large-area amplification systems
- D7. Evaluation of the efficacy of intervention (treatment) services

Standard IV-E: Advocacy/Consultation

The applicant must have knowledge and skills in:

- E1. Educating and advocating for communication needs of all individuals that may include advocating for the programmatic needs, rights, and funding of services for those with hearing loss, other auditory dysfunction, or vestibular disorders
- E2. Consulting about accessibility for persons with hearing loss and other auditory dysfunction in public and private buildings, programs, and services
- E3. Identifying underserved populations and promoting access to care

Standard IV-F: Education/Research/Administration

The applicant must have knowledge and skills in:

- F1. Measuring functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audiologic services
- F2. Applying research findings in the provision of patient care (evidence-based practice)
- F3. Critically evaluating and appropriately implementing new techniques and technologies supported by research-based evidence
- F4. Administering clinical programs and providing supervision of professionals as well as support personnel
- F5. Identifying internal programmatic needs and developing new programs
- F6. Maintaining or establishing links with external programs, including but not limited to education programs, government programs, and philanthropic agencies

Standard V: Assessment – Applicants for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard IV by means of both formative and summative assessments.

Standard V-A: Formative Assessment – The applicant must meet the education program's requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills.

~~Implementation: Applicants and program faculties should use the ongoing assessment to help the applicant achieve requisite knowledge and skills. Thus, assessments should be followed by implementation strategies for acquisition of knowledge and skills.~~

Standard V-B: Summative Assessment – The applicant must pass the national examination adopted by ASHA for purposes of certification in audiology.

~~Implementation: Results of the Praxis Examination in Audiology must be submitted directly to ASHA from ETS. The certification standards require that a passing exam score must be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not successfully passed and reported within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, the individual will be required to reapply for certification under the standards in effect at that time.~~

Standard VI: Maintenance of Certification – Demonstration of continued professional development is mandated for maintenance of the Certificate of Clinical Competence (CCC) in Audiology. The renewal period will be three (3) years. This standard will apply to all certificate holders, regardless of the date of initial certification.

~~Implementation: Once certification is awarded, maintenance of that certification is dependent upon accumulation of the requisite professional development hours every three years. Payment of annual dues and/or certification fees is also a requirement of certification maintenance. A certificate holder whose dues and/or fees are in arrears on August 31, will have allowed their certification to expire on that date.~~

~~Individuals who hold the CCC in Audiology must accumulate 30 contact hours of professional development over the 3-year period and must submit a compliance form in order to meet this standard. Individuals will be subject to random review of their professional development activities.~~

~~If certification maintenance requirements are not met, certification will lapse. Reinstatement of certification will be required, and certification reinstatement standards in effect at the time of submission of the reinstatement application must be met.~~

IDAHO STANDARDS FOR SCHOOL COUNSELORS

~~The purpose of the standards for school counselors is to promote, enhance, and maximize the learning process. To that end, the school counselor standards facilitate school counselor performance in three broad domains: Academic Development, Career Development, and Social/Emotional Development. The domains~~ Idaho Standards for School Counselors ~~are aligned with the 2018 American School Counselor Association (ASCA) Standards for School Counselor Preparation Programs and are embedded within each standard as described below. All school counselor candidates are expected to meet the Idaho Standards for School Counselors as endorsed by their institution. Additionally, all school counselor candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

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

Standard 1: School Counseling Programs - School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, data-informed school counseling program.

~~Knowledge School counselors should articulate and demonstrate an understanding of:~~

- ~~1(a) The organizational structure and governance of the American educational system, as well as cultural, political, and social influences on current educational practices.~~
- ~~1(b) The organizational structure and components of an effective school counseling program.~~
- ~~1(c) Barriers to student learning and use of advocacy and data-informed school counseling practices.~~
- ~~1(d) Leadership principles and theories.~~
- ~~1(e) Individual counseling, group counseling, and school counseling core curriculum.~~
- ~~1(f) Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders.~~
- ~~1(g) Principles of school counseling, including prevention, intervention, wellness, education, multiculturalism, social justice, and advocacy.~~
- ~~1(h) Assessments relevant to K-12 education.~~

~~Performance An effective school counselor is able to accomplish measurable objectives demonstrating the following:~~

- ~~1(i) Applying the school counseling themes of leadership, advocacy, collaboration and systemic change.~~
- ~~1(j) Applying appropriate technologies to support student learning and development, assessment, planning, and delivery of comprehensive school counseling programs.~~
- ~~1(k) Multicultural, ethical, and professional competencies.~~
- ~~1(l) Identification and expression of professional and personal qualities and skills of effective leaders.~~
- ~~1(m) Collaboration with parents, teachers, support personnel, administrators, and community partners to create learning environments that promote and support educational equity, success, and well-being for every student.~~

Standard 2: Foundations - School counselors should possess the knowledge, abilities, skills, and attitudes necessary to establish the foundations of a comprehensive school counseling program.

~~Knowledge School counselors should articulate and demonstrate an understanding of:~~

- ~~2(a) Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.~~
- ~~2(b) Educational systems, philosophies and theories, and current trends in education, including federal and state legislation.~~
- ~~2(c) The evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the counselor's role in supporting growth and learning for all students.~~
- ~~2(d) Aspects of human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.~~
- ~~2(e) District, state, and national student standards and competencies.~~
- ~~2(f) Legal and ethical standards and principles of the school counseling profession and educational systems, including state, district and building policies.~~
- ~~2(g) The three domains of academic, career, and social/emotional development.~~

~~Performance An effective school counselor is able to accomplish measurable objectives demonstrating the following:~~

- ~~2(h) Development of the beliefs, vision, and mission of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.~~
- ~~2(i) The use of student standards, such as district, state, or national standards, to drive the implementation of a comprehensive school counseling program.~~
- ~~2(j) Application of the ethical standards and principles of the school counseling profession and adhering to the legal aspects of the role of the school counselor and the Code of Ethics for Idaho Professional Educators.~~

~~2(k) — Responsible advocacy for school board policy, as well as local, state and federal statutory requirements in students' best interests.~~

~~2(l) — Practices within the ethical and statutory limits of confidentiality.~~

Standard 3: Management - School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a comprehensive school counseling program.

~~Knowledge — School counselors should articulate and demonstrate an understanding of:~~

~~3(a) — Leadership principles, including formal and informal leadership and authority.~~

~~3(b) — Consultation models to facilitate advocacy, collaboration and systemic change.~~

~~3(c) — Presentation skills for programs such as teacher in services, parent workshops and presentation of results reports to school boards.~~

~~3(d) — Time management, including long and short term management, using tools such as schedules and calendars.~~

~~3(e) — Process, perception, and outcome data; program and needs assessments; and other survey tools used to monitor and refine the school counseling program.~~

~~Performance — An effective school counselor is able to accomplish measurable objectives demonstrating the following:~~

~~3(f) — Self-evaluation of competencies in order to formulate an appropriate professional development plan.~~

~~3(g) — Engagement in local, state, and national professional growth and development opportunities.~~

~~3(h) — Use of multiple data points, including student interviews, direct observation, educational records, consultation with stakeholders, and test results to systematically address student needs and collaboratively establish goals.~~

~~3(i) — Creation of calendars to ensure the effective implementation of the school counseling program.~~

~~3(j) — Coordination of activities that establish, maintain, and enhance the school counseling program.~~

~~3(k) — Use of school-wide data to promote systemic change within the school.~~

Standard 4: Professional Practice - School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a comprehensive school counseling program.

~~Knowledge — School counselors should articulate and demonstrate an understanding of:~~

~~4(a) — The distinction between direct and indirect student services.~~

~~4(b) — Counseling theories and techniques in different settings, such as individual planning, group counseling, and classroom school counseling core curriculum.~~

~~4(c) — Principles of career and post-secondary planning.~~

~~4(d) Principles of working with various student populations based on characteristics, such as ethnic and racial background, English language proficiency, special needs, religion, gender, sexual orientation, and socio-economic status.~~

~~4(e) Responsive services e.g., trauma, suicide, crisis response, grief, and bereavement.~~

~~4(f) How diagnoses and common medications or substances affect learning, behavior, and mood.~~

~~Performance—An effective school counselor is able to accomplish measurable objectives demonstrating the following:~~

~~4(g) Creation and presentation of a developmental school counseling curriculum addressing all students' needs based on student data.~~

~~4(h) Demonstration of pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.~~

~~4(i) Encouragement of staff involvement to ensure the effective implementation of the school counseling curriculum.~~

~~4(j) The ability to build effective, high-quality student support programs.~~

~~4(k) Development of strategies to implement individual student planning, which may include strategies for appraisal, advisement, goal setting, decision making, social skills, transition or post-secondary planning.~~

~~4(l) Participation as member of the crisis team, providing assistance to the school and community in a crisis.~~

~~4(m) Development of a list of community agencies and service providers for student referrals and understanding how to make referrals to appropriate professionals when necessary.~~

~~4(n) Partnerships with parents, teachers, administrators and education stakeholders for student achievement and success.~~

~~4(o) The ability to conduct in service training or workshops for other stakeholders to share school counseling expertise.~~

~~4(p) Understanding and knowledge regarding how to provide supervision for school counseling interns.~~

~~4(q) Skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic development.~~

~~4(r) Strengths-based counseling and relationship building skills to support student growth and promote equality and inclusion.~~

~~4(s) Consulting and seeking supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.~~

IDAHO STANDARDS FOR SCHOOL NURSES

The following knowledge and performance statements for the School Nurse Standards are widely recognized, but not all encompassing or absolute, indicators that school nurse candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school nurse preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards. Additionally, all school nurse candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

Standard 1: Quality Assurance - The school nurse understands how to systematically evaluate the quality and effectiveness of school nursing practice.

Knowledge

- 1(a) The school nurse understands the professional, state, and local policies, procedures, and practice guidelines that impact the effectiveness of school nursing practice within the school setting.
- 1(b) The school nurse understands the scope and standards of practice as identified by the American Nurses Association, National Association of School Nurses, and the Idaho State Board of Nursing administrative code.
- 1(c) The school nurse understands how to interpret data applicable to the school setting to ensure meaningful health and academic outcomes.
- 1(d) The school nurse understands the importance of documentation and uniform data set collection methods for evaluation and continuous quality improvement.

Performance

- 1(e) The school nurse conducts ongoing evaluations of school nursing practice.
- 1(f) The school nurse identifies the policies, procedures, and practice guidelines applicable to school nursing practice.
- 1(g) The school nurse uses research and data to monitor quality and effectiveness of school nursing practice.
- 1(h) The school nurse demonstrates critical thinking skills, use of evidence-based practice, and clinical competence.

Standard 2: Professional Development - The school nurse is a reflective practitioner who improves clinical skills through continual self-evaluation and ongoing education.

Knowledge

- ~~2(a) — The school nurse understands how to improve knowledge and competency in school nursing.~~
- ~~2(b) — The school nurse knows how to self-assess professional nursing practice.~~
- ~~2(c) — The school nurse knows how to access professional resources and organizations that support school nursing.~~
- ~~2(d) — The school nurse understands the current educational and health care laws which impact the ability of students to access education and healthcare in their community.~~

Performance

- ~~2(e) — The school nurse participates in professional development related to current clinical knowledge and professional issues.~~
- ~~2(f) — The school nurse seeks and acts on constructive feedback regarding professional development.~~
- ~~2(g) — The school nurse pursues professional development as related to professional and program goals.~~

Standard 3: Communication - The school nurse is skilled in a variety of communication techniques (i.e., verbal and nonverbal).

Knowledge

- ~~3(a) — The school nurse understands the importance of effective communication with school staff, families, students, the community, and other service providers.~~
- ~~3(b) — The school nurse understands problem-solving and counseling techniques and crisis intervention strategies for individuals and groups.~~
- ~~3(c) — The school nurse knows how to document appropriately.~~

Performance

- ~~3(d) — The school nurse follows FERPA and HIPPA guidelines while communicating effectively and with sensitivity to community and cultural values, in a variety of settings (e.g., classroom presentations, public forums, individual interactions, written communication, documentation, professional collaboration).~~

Standard 4: Collaboration - The school nurse understands how to interact collaboratively with and contribute to the professional development of peers and school personnel.

Knowledge

- ~~4(a) — The school nurse understands the principles of collaboration in sharing knowledge and skills.~~

Performance

- ~~4(b) — The school nurse works collaboratively to enhance professional practice and to contribute to a supportive, healthy school environment.~~

Standard 5: Ethics and Advocacy - The school nurse makes decisions and takes actions on behalf of students and families in an ethical, professional manner.

Knowledge

~~5(a) — The school nurse understands the code of ethics adopted by the American Nurses Association and the National Association of School Nurses and the Code of Ethics for Idaho Professional Educators.~~

~~5(b) — The school nurse knows how to advocate and facilitate behavioral, emotional, and/or psychosocial services, both within the school environment and the community.~~

Performance

~~5(c) — The school nurse performs duties in accord with the legal, regulatory, and ethical parameters of health and education (e.g. Idaho Nurse Practice Act, FERPA, HIPPA, IDEA, Section 504).~~

~~5(d) — The school nurse acts as an advocate for students and families.~~

~~5(e) — The school nurse delivers care in a manner that is sensitive to student diversity.~~

Standard 6: Health and Wellness Education - The school nurse assists students, families, the school staff, and the community to achieve optimal levels of wellness through appropriately designed and delivered clinical practice and health education.

Knowledge

~~6(a) — The school nurse understands developmentally appropriate health education.~~

~~6(b) — The school nurse understands the influence of social determinates of health and family dynamics on student achievement and wellness.~~

~~6(c) — The school nurse understands that health instruction within the classroom is based on learning theory.~~

~~6(d) — The school nurse understands child, adolescent, family, and community health issues.~~

~~6(e) — The school nurse understands how health issues impact student learning.~~

~~6(f) — The school nurse knows how to identify physical manifestations of possible behavioral, emotional, and/or psychosocial issues.~~

Performance

~~6(g) — The school nurse assists individual students in acquiring appropriate skills based on age and developmental levels to advocate for themselves.~~

~~6(h) — The school nurse participates in the assessment of health education and health instructional needs of the school community.~~

~~6(i) — The school nurse provides health instruction within the classroom based on learning theory, as appropriate to student developmental levels and school needs.~~

~~6(j) — The school nurse provides individual and group health instruction and counseling for and with students, families, and staff.~~

- ~~6(k) The school nurse acts as a resource person to school staff, students, and families regarding health education and health community resources.~~
- ~~6(l) The school nurse assists students in changing high-risk behaviors through education and referral.~~

Standard 7: Program Management - The school nurse is a manager of school health services.

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Knowledge

- ~~7(a) The school nurse understands the principles of school nursing management.~~
- ~~7(b) The school nurse understands that program delivery is influenced by a variety of factors (e.g., cost, program diversity, staffing, laws).~~
- ~~7(c) The school nurse knows how to teach, supervise, evaluate, and delegate to Unlicensed Assistive Personnel.~~
- ~~7(d) The school nurse knows how to identify and secure appropriate and available services and resources in the community.~~

Performance

- ~~7(e) The school nurse demonstrates the ability to organize, prioritize, and make independent nursing decisions.~~
- ~~7(f) The school nurse demonstrates the ability to plan and budget resources in a fiscally responsible manner.~~
- ~~7(g) The school nurse demonstrates leadership skills to utilize human resources efficiently.~~
- ~~7(h) The school nurse teaches, supervises, evaluates, and delegates to Unlicensed Assistive Personnel.~~
- ~~7(i) The school nurse uses appropriate technology in managing school health services.~~

IDAHO STANDARDS FOR SCHOOL PSYCHOLOGISTS

The following knowledge and performance statements for the School Psychologist Standards are widely recognized, but not all encompassing or absolute, indicators that School Psychologist candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school psychologist preparation program to use indicators in a manner that is consistent with its conceptual framework and that to assures candidate attainment of the standards. Additionally, all school psychologist candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

Standard 1: Assessment, Data-Based Decision Making, and Accountability - The school psychologist understands varied models and methods of assessment that yield information useful in understanding problems, identifying strengths and needs, measuring progress as it relates to educational, social emotional, and behavioral outcomes of students with respect for cultural and linguistic diversity.

Knowledge

- ~~1(a) The school psychologist understands traditional standardized norm-referenced assessment instruments.~~
- ~~1(b) The school psychologist understands alternative assessment approaches (e.g., curriculum-based, portfolio, ecological).~~
- ~~1(c) The school psychologist understands non-test assessment procedures (e.g., observation, diagnostic interviewing, reviewing records).~~
- ~~1(d) The school psychologist understands the application of a multi-tiered system of support for educational and social, emotional, and behavioral needs of students.~~
- ~~1(e) The school psychologist understands correct interpretation and application of assessment data.~~
- ~~1(f) The school psychologist understands the use of assessment data as it applies to the process of transitions at Pre-K through age 21 development levels.~~

Performance

- ~~1(g) The school psychologist uses various models and methods of assessment as part of a systematic process to collect data and other information.~~
- ~~1(h) The school psychologist interprets assessment results and uses those results to select and implement evidence-based practices.~~

- ~~1(i) The school psychologist uses assessment and data collection methods to evaluate the effectiveness of interventions and recommendations.~~
- ~~1(j) The school psychologist interprets and synthesizes assessment information from a variety of sources.~~

Standard 2: Consultation and Collaboration - The school psychologist understands effective collaborative and consultation approaches to promote the learning and success of students.

Knowledge

- ~~2(a) The school psychologist understands various methods of consultation (e.g., behavioral, problem solving, mental health, organizational, instructional) applicable to individuals, families, groups, and systems.~~
- ~~2(b) The school psychologist understands how to facilitate effective communication and collaboration among families, teachers, community providers, and others.~~
- ~~2(c) The school psychologist understands how to communicate effectively in oral and written form.~~

Performance

- ~~2(d) The school psychologist uses effective consultation and collaboration methods to develop a climate in which consensus can be achieved to promote positive student outcomes.~~
- ~~2(e) The school psychologist consults and collaborates effectively in the planning, problem solving, and decision-making process to design, implement, and evaluate evidence-based practices (to include respect for cultural and linguistic diversity).~~
- ~~2(f) The school psychologist displays positive interpersonal skills by listening, adapting, addressing ambiguity, and being professional in difficult situations.~~
- ~~2(g) The school psychologist effectively communicates information in oral and written form for diverse audiences (e.g., parents, teachers, other school personnel, policy makers, community leaders, and others).~~

Standard 3: Effective Instruction and Development of Cognitive Skills - The school psychologist understands learning theories, cognitive strategies and their application to the development of effective instruction, while considering biological, cultural, linguistic, and social influences on educational progress.

Knowledge

- ~~3(a) The school psychologist understands human learning, cognition, and developmental processes with respect for cultural and linguistic diversity.~~
- ~~3(b) The school psychologist understands empirically supported methods in psychology and education to promote cognitive and academic skills, including those related to needs of students with diverse backgrounds and characteristics.~~

~~3(c) The school psychologist understands how to develop appropriate educational goals for students with different ability levels and social-cultural backgrounds.~~

~~3(d) The school psychologist understands appropriate techniques to assess diverse learning and instruction.~~

Performance

~~3(e) The school psychologist uses assessment data to develop and implement evidence-based instructional strategies that improve student engagement and learning, including those related to needs of students with diverse backgrounds and characteristics.~~

~~3(f) The school psychologist assists in promoting the use of evidence-based interventions with fidelity.~~

Standard 4: Interventions and Mental Health Services to Develop Social and Life Skills - The school psychologist understands biological, cultural, environmental, and social influences on human development, mental health, and psychopathology.

Knowledge

~~4(a) The school psychologist understands biological, cultural, environmental, and social influences on learning, behavior, mental health, and life skills.~~

~~4(b) The school psychologist understands techniques to assess socialization, mental health, and life skills, as well as methods for using data in decision making, planning, and progress monitoring.~~

~~4(c) The school psychologist understands evidence-based strategies to promote social-emotional functioning and mental health.~~

Performance

~~4(d) The school psychologist uses assessment and data collection methods to develop appropriate goals for students with diverse abilities, backgrounds, strengths, and needs.~~

~~4(e) The school psychologist integrates behavioral supports and mental health services with academic and behavioral goals to promote positive outcomes for students.~~

~~4(f) The school psychologist uses empirically supported strategies to develop and implement behavior change programs at individual, group, classroom, and school-wide levels.~~

~~4(g) The school psychologist advocates for the mental health needs of students and families.~~

Standard 5: School-Wide Practices to Promote Learning - The school psychologist understands the unique organization and culture of schools and related systems.

Knowledge

~~5(a) The school psychologist understands school organization and structure.~~

~~5(b) The school psychologist understands a variety of educational programs to include tiered systems of support, general and special education.~~

~~5(c) The school psychologist understands empirically supported school practices that promote academic outcomes, learning, social development, and mental health.~~

Performance

~~5(d) The school psychologist demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments.~~

~~5(e) The school psychologist uses data-based decision making and evaluation methods, problem-solving strategies, consultation, and other services for systems-level issues, initiatives, and accountability.~~

Standard 6: Preventive and Responsive Services – The school psychologist understands preventive and responsive services in educational settings to promote a safe school environment.

Knowledge

~~6(a) The school psychologist understands principles and research related to resiliency, risk, and protective factors in learning and mental health.~~

~~6(b) The school psychologist understands services in schools and communities to support multi-tiered prevention, and empirically supported strategies for effective crisis response.~~

Performance

~~6(c) The school psychologist participates in school crisis prevention and response teams.~~

~~6(d) The school psychologist promotes services that enhance learning, mental health, safety, physical well-being, and resiliency through protective and adaptive factors.~~

~~6(e) The school psychologist develops, implements, and evaluates prevention and intervention programs that address precursors to learning and behavioral problems.~~

~~6(f) The school psychologist demonstrates skills to implement effective crisis preparation, response, and recovery.~~

~~6(g) The school psychologist uses appropriate methods to evaluate outcomes of prevention, response activities, and crisis services.~~

Standard 7: Home/School/Community Collaboration – The school psychologist understands how to work effectively with students, families, educators, and others in the community to promote and provide comprehensive educational services.

Knowledge

- ~~7(a) The school psychologist understands the psychological and educational principles and research related to family systems and their influences on students' academic, motivational, behavioral, mental health, and social characteristics.~~
- ~~7(b) The school psychologist understands the importance of family influences on student learning, socialization, and mental health.~~
- ~~7(c) The school psychologist understands methods to develop collaboration between families, schools, and community agencies.~~

Performance

- ~~7(d) The school psychologist collaborates and engages with parents in decision-making about their children to enhance academic and social-behavioral outcomes.~~
- ~~7(e) The school psychologist uses effective strategies to promote collaboration and partnerships among parents, schools, and community agencies, etc.~~

Standard 8: Student Diversity in Development and Learning - The school psychologist understands that an individual's development and learning are influenced by a multitude of factors (i.e., biological, social, cultural, ethnic, experiential, socioeconomic, environmental, gender-related, linguistic, etc.).

Knowledge

- ~~8(a) The school psychologist understands individual differences, abilities, and other diverse characteristics.~~
- ~~8(b) The school psychologist understands principles and research related to diversity factors for students, families, and schools, including, but not limited to, factors related to race, culture, gender, language acquisition, and environment~~
- ~~8(c) The school psychologist understands empirically supported strategies to enhance educational services for diverse students and families.~~
- ~~8(d) The school psychologist understands how stereotypes and biases impact mental health, learning, and service provision.~~

Performance

- ~~8(e) The school psychologist provides educational services that promote effective functioning for individuals, families, and schools with diverse characteristics.~~
- ~~8(f) The school psychologist provides culturally competent and effective practices in all areas of school psychology service (e.g. culturally sensitive assessment practices).~~
- ~~8(g) The school psychologist promotes fairness and social justice in school policies and programs.~~
- ~~8(h) The school psychologist is aware of their own biases, attitudes, and stereotypes and seeks to protect against their influence.~~

Standard 9: Research and Program Evaluation - The school psychologist understands research, statistics, and evaluation methods.

Knowledge

- ~~9(a) The school psychologist understands research design, statistics, measurement, and various data collection and analysis techniques.~~
- ~~9(b) The school psychologist understands how to evaluate and apply research as a foundation for service delivery.~~
- ~~9(c) The school psychologist understands program evaluation methods at the individual, group, and systems levels.~~

Performance

- ~~9(d) The school psychologist demonstrates skills to evaluate and apply research as a foundation for service delivery.~~
- ~~9(e) The school psychologist demonstrates skills in analyzing, interpreting, and using effective practices at the individual, group, and/or systems levels.~~
- ~~9(f) The school psychologist assists teachers in collecting meaningful student data.~~
- ~~9(g) The school psychologist applies knowledge of evidence-based interventions to evaluate the fidelity and effectiveness of school-based intervention plans.~~

Standard 10: Legal, Ethical, and Professional Practice – The school psychologist understands the history and foundations of the profession, various service models and methods, and applies legal and ethical practices to advocate for the educational rights and welfare of students and families.

Knowledge

- ~~10(a) The school psychologist understands the history and foundations of school psychology.~~
- ~~10(b) The school psychologist understands multiple service models and methods.~~
- ~~10(c) The school psychologist understands ethical, legal, and professional standards and other factors related to professional identity, including personal biases and effective practice.~~
- ~~10(d) The school psychologist understands current federal and state statutes and regulations pertaining to educational services.~~
- ~~10(e) The school psychologist understands self-evaluation methods to determine areas for continuing professional development.~~

Performance

- ~~10(f) The school psychologist provides services consistent with ethical, legal, and professional standards.~~
- ~~10(g) The school psychologist engages in ethical and professional decision-making.~~

- ~~10(h) The school psychologist collaborates and consults with other professionals regarding legal and ethical educational practices.~~
- ~~10(i) The school psychologist demonstrates professionalism in their practice (e.g., respect for human diversity and social justice, communication skills, interpersonal skills, responsibility, adaptability, initiative, and dependability).~~
- ~~10(j) The school psychologist demonstrates legal and ethical practices in communication and use of technology.~~
- ~~10(k) The school psychologist utilizes supervision and mentoring in the development of legal and ethical professional practice.~~

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IDAHO STANDARDS FOR SCHOOL SOCIAL WORKERS

~~The following knowledge and performance statements for the School Social Worker Standards are widely recognized, but not all encompassing or absolute, indicators that School Social Worker candidates have met the standards.~~ These standards were adapted from the 2015 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards, the National Association of Social Workers (NASW) School Social Work Standards, and the School Social Work Association of America's National School Social Work Model: Improving Academic and Behavioral Outcomes. It is the responsibility of a School Social Work preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards. Additionally, all school social worker candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

~~School Social Work is a complex and specialized field of practice that is affected by changes in education policy, research, and practice models that continue to evolve. School social workers are the link between the home, school and community in providing direct as well as indirect services that promote and support students' academic and social success. School social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. These standards reflect the values of our profession and current practice trends.~~

Standard 1: Foundations of the professional school social worker.

~~Knowledge~~—The competent school social worker:

- 1(a) understands that state-issued social work license ensures ethical, legal, and professional social work practice in the P-12 educational setting.
- 1(b) understands school social work is an area of advanced specialized practice built on the knowledge and competencies of a graduate level social work education;
- 1(c) values the importance of human relationships;
- 1(d) understands human behavior and social environment theories of typical and atypical development across the lifespan;
- 1(e) understands how atypical behavior and adverse experiences (i.e., trauma exposure, emotional and behavioral disorders) impact student, family, school and community functioning;
- 1(f) understands that engagement, assessment, intervention and evaluation are ongoing components of the dynamic and interactive process of school social work practice;
- 1(g) understands how their personal experiences and affective reactions may impact their effectiveness with students, families, schools and communities; and
- 1(h) understands how to synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills in the educational setting.

Standard 2: Demonstrate Ethical and Professional Behavior.

Idaho Standards for Initial Certification of Professional School Personnel (~~2022~~October 21XXX, 2020)

~~Knowledge~~—The competent school social worker:

- 2(a) understands the value base of the profession and its ethical standards;
- 2(b) understands relevant laws and regulations that may impact practice with students, families, schools and communities;
- 2(c) understands professional ethics delineated in the National Association of Social Workers Code of Ethics, Code of Ethics for Idaho Professional Educators, and Idaho Social Work licensing laws;
- 2(d) Understands the legal and ethical principles of confidentiality as they relate to the practice of school social work (i.e., HIPPA, FERPA);
- 2(e) recognizes personal values and the distinction between personal and professional values;
- 2(f) understands how their personal experiences and affective reactions influence their professional judgment and behavior;
- 2(g) understands the profession's history, its mission, and the roles and responsibilities of the profession;
- 2(h) understands the role of other professions when engaged in inter-professional teams;
- 2(i) recognizes the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective; and
- 2(j) understands emerging forms of technology and the ethical use of technology in school social work practice.

~~Performance~~—The competent school social worker:

- ~~2(k) adheres to the professional ethical responsibilities delineated in the National Association of Social Workers Code of Ethics, Code of Ethics for Idaho Professional Educators, and Idaho Social Work licensing laws;~~
- ~~2(l) models and promotes ethical practices for confidential communication;~~
- ~~2(m) uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations;~~
- ~~2(n) demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication;~~
- ~~2(o) uses technology ethically and appropriately to facilitate practice outcomes; and~~
- ~~2(p) uses supervision and consultation to guide professional judgment and behavior.~~

Standard 3: Engage Diversity and Difference in Practice.

~~Knowledge~~—The competent school social worker:

- 3(a) understands how diversity and differences characterize and shape the human experience, are critical to the formation of identity and shapes a student's approach to academic performance;

- 3(b) understands diversity as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status;
- 3(c) understands that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim;
- 3(d) understands the forms and mechanisms of oppression and discrimination; and
- 3(e) recognizes the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

~~Performance—The competent school social worker:~~

- ~~3(f) applies and communicates understanding of the importance of diversity and differences in shaping life experiences in practice with students, families, schools and communities;~~
- ~~3(g) presents themselves as learners and engages others as experts of their own experiences;~~
- ~~3(h) applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse populations and systems; and~~
- ~~3(i) considers how diversity and differences impact student learning, academic success and achievement.~~

Standard 4: Advance Human Rights and Social, Emotional, and Environmental Justice.

~~Knowledge—The competent school social worker:~~

- 4(a) understands methods of advocacy on behalf of students, families, school and communities;
- 4(b) understands that every person, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education;
- 4(c) understands the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice; and
- 4(d) understands strategies designed to eliminate oppressive structural barriers to educational services are distributed equitably and human rights are protected.

~~Performance—The competent school social worker:~~

- ~~4(e) advocates for practices that advance social, economic and environmental justice in the educational setting;~~
- ~~4(f) involves students in identifying their strengths and needs to establish and attain their academic goals; and~~

~~4(g) empowers students, families, and educators to gain access to and effectively use school and community resources to enhance academic performance.~~

Standard 5: Engage in Practice-informed Research and Research-informed Practice.

~~Knowledge~~ The competent school social worker:

- 5(a) understands evidence-based methods of individual, group, family, and crisis counseling;
- 5(b) understands quantitative and qualitative research methods in advancing the science of school social work and evaluating practice in the educational setting;
- 5(c) knows the principles of culturally informed and ethical approaches to building knowledge in the educational setting;
- 5(d) understands that evidence derived from multi-disciplinary sources guide school social work practice; and
- 5(e) understands the process for translating research findings into effective school social work practice and interventions

~~Performance~~ The competent school social worker:

- ~~5(f) uses practice experience and theory to inform research, scientific inquiry and employ evidence-based interventions;~~
- ~~5(g) uses research findings to evaluate and improve practice, policy, and social service delivery in the educational setting; and~~
- ~~5(h) uses evidence-based knowledge in the development and implementation of individualized student support services (i.e., 504, IEP, LEP).~~

Standard 6: Engage in Policy Practice.

~~Knowledge~~ The competent school social worker:

- 6(a) understands the interdisciplinary approach to service delivery within the educational environment;
- 6(b) understands the collaborative process with parents, school personnel, community based organizations, and agencies to enhance the student's educational functioning;
- 6(c) is informed about court decisions, legislation, rules and regulations, and policies and procedures that affect school social work practice;
- 6(d) understands their role in policy development and implementation within the educational setting;
- 6(e) recognizes and understands the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy within the educational setting;
- 6(f) understands parent/guardian and student rights (both legal and educational) regarding assessment and evaluation; and

- 6(g) understands school policies and procedures as they relate to student learning, safety and well-being.

~~Performance—The competent school social worker:~~

- ~~6(h) collaborates with students, families, schools and communities for effective policy action;~~
- ~~6(i) engages in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress;~~
- ~~6(j) assesses how social welfare and economic policies impact the delivery of and access to social services; and~~
- ~~6(k) applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.~~

Standard 7: Engage with Students, Families, Schools, and Communities.

~~Knowledge—The competent school social worker:~~

- 7(a) understands strategies to effectively engage with students, families, schools and communities;
- 7(b) understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to facilitate engagement;
- 7(c) understands theories and methods of communication; and
- 7(d) values principles of relationship-building and inter-professional collaboration.

~~Performance—The competent school social worker:~~

- ~~7(e) applies knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks to engage with students, families, schools and communities;~~
- ~~7(f) utilizes cultural sensitivity and humility when engaging a variety of audiences; and~~
- ~~7(g) uses empathy, dispute resolution, reflection, and interpersonal skills to effectively engage and build relationships.~~

Standard 8: Assess Students, Families, Schools, and Communities.

~~Knowledge—The competent school social worker:~~

- 8(a) understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to facilitate assessment with students, families, schools and communities;
- 8(b) understands methods of and how to conduct assessments related to adaptive behavior, learning styles, high-risk behavior (i.e. truancy, suicide, homicide, substance use, etc.) and social emotional health;
- 8(c) recognizes the implications of the larger practice context in the assessment process and values the importance of inter-professional collaboration; and

- 8(d) understands diagnostic tools in the educational setting.
- 8(e) Performance - The competent school social worker:
- 8(f) collects and organizes data, and applies critical thinking to interpret assessment information;
- 8(g) utilizes effective oral and written communication;
- 8(h) applies knowledge of human behavior and the social environment, and other theoretical frameworks in the analysis of assessment data;
- 8(i) develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges; and
- 8(j) uses assessment data; research knowledge; and the values and preferences of students, families, schools and communities to identify appropriate interventions.

Standard 9: Intervene with Students, Families, Schools, and Communities.

~~Knowledge~~—The competent school social worker:

- 9(a) understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to develop effective interventions relevant to the educational setting;
- 9(b) understands methods of identifying, analyzing and implementing evidence-informed interventions to achieve identified educational goals; and
- 9(c) understands the importance of inter-professional teamwork and communication when implementing evidence-informed interventions with students, families, schools and communities.

~~Performance~~—The competent school social worker:

- ~~9(d) applies knowledge of human behavior and the social environment, and other theoretical frameworks in interventions;~~
- ~~9(e) critically identifies and implements prevention strategies and interventions to achieve identified goals to enhance wellness and academic performance;~~
- ~~9(f) brokers resources of the school and community to meet identified needs;~~
- ~~9(g) provides counseling, crisis intervention and other services;~~
- ~~9(h) uses inter-professional collaboration to achieve beneficial practice outcomes;~~
- ~~9(i) facilitates effective transitions and endings that advance mutually agreed-on goals; and~~
- ~~9(j) negotiates, mediates, educates, consults and advocates with and on behalf of students, families, schools and communities.~~

Standard 10: Evaluate Practice with Students, Families, Schools, and Communities.

~~Knowledge~~—The competent school social worker:

- 10(a) understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to evaluate outcomes;
- 10(b) recognizes the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness; and
- 10(c) understands how to interpret and utilize research to evaluate and guide professional interventions and educational program development.

~~Performance—The competent school social worker:~~

- ~~10(d) applies knowledge of human behavior and the social environment, person in environment and other theoretical frameworks in the evaluation of practice;~~
- ~~10(e) critically analyzes, monitors and evaluates intervention outcomes;~~
- ~~10(f) applies evaluation findings to improve practice effectiveness with students, families, schools and communities; and~~
- ~~10(g) selects and uses appropriate methods for evaluation of outcomes.~~

IDAHO STANDARDS FOR SPEECH-LANGUAGE PATHOLOGY

All speech-language pathology candidates are expected to meet standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all speech-language pathology candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for speech-language pathologists were adopted from the Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology). ~~These standards are not all encompassing or absolute but are indicative of the requirements necessary for effective speech language pathologists. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

Standard I: Degree – The applicant for certification must have a master's, doctoral, or other recognized post-baccalaureate degree.

~~Implementation: The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) has the authority to determine eligibility of all applicants for certification.~~

Standard II: Education Program – All graduate course work and graduate clinical experience required in speech-language pathology must have been initiated and completed in a speech-language pathology program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

~~Implementation: If the graduate program of study is initiated and completed in a CAA-accredited program or in a program that held candidacy status for CAA accreditation, and if the program director or official designee verifies that all knowledge and skills required at the time of application have been met, approval of academic course work and practicum is automatic. Applicants eligible for automatic approval must submit an official graduate transcript or a letter from the registrar that verifies the date the graduate degree was awarded. The official graduate transcript or letter from the registrar must be received by the National Office no later than 1 year from the date the application was received. Verification of the graduate degree is required of the applicant before the certificate is awarded.~~

~~Individuals educated outside the United States or its territories must submit documentation that course work was completed in an institution of higher education that is regionally accredited or recognized by the appropriate regulatory authority for that country. In addition, applicants outside the United States or its territories must meet each of the standards that follow.~~

Standard III: Program of Study – The applicant for certification must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the

specified knowledge and skills outcomes stipulated in Standard IV-A through IV-G and Standard V-A through V-C.

~~Implementation: The minimum of 36 graduate semester credit hours must have been earned in a program that addresses the knowledge and skills pertinent to the ASHA Scope of Practice in Speech Language Pathology.~~

Standard IV: Knowledge Outcomes

Standard IV-A – The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

~~Implementation: Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. A course in biological and physical sciences specifically related to CSD may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.~~

~~Academic advisors are strongly encouraged to enroll students in courses in the biological, physical, and the social/behavioral sciences in content areas that will assist students in acquiring the basic principles in social, cultural, cognitive, behavioral, physical, physiological, and anatomical areas useful to understanding the communication/linguistic sciences and disorders.~~

Standard IV-B – The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C – The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- articulation;
- fluency;
- voice and resonance, including respiration and phonation;
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing;
- hearing, including the impact on speech and language;

- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
- social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities);
- augmentative and alternative communication modalities.

~~Implementation: It is expected that course work addressing the professional knowledge specified in Standard IV-C will occur primarily at the graduate level.~~

Standard IV-D – For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E – The applicant must have demonstrated knowledge of standards of ethical conduct.

~~Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.~~

Standard IV-F – The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

~~Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.~~

Standard IV-G – The applicant must have demonstrated knowledge of contemporary professional issues.

~~Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech language pathology. Issues typically include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures.~~

Standard IV-H – The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V: Skills Outcomes

Standard V-A – The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

~~Implementation: Individuals are eligible to apply for certification once they have completed all graduate-level academic course work and clinical practicum and been judged by the graduate program as having acquired all of the knowledge and skills mandated by the current standards.~~

~~The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA's current position statement on students and professionals who speak English with accents and nonstandard dialects. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.~~

Standard V-B – The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
 - a. Conduct screening and prevention procedures (including prevention activities).
 - b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
 - c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
 - d. Adapt evaluation procedures to meet client/patient needs.
 - e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
 - f. Complete administrative and reporting functions necessary to support evaluation.
 - g. Refer clients/patients for appropriate services.
2. Intervention
 - a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
 - b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
 - c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
 - d. Measure and evaluate clients'/patients' performance and progress.
 - e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
 - f. Complete administrative and reporting functions necessary to support intervention.

- g. Identify and refer clients/patients for services as appropriate.
3. Interaction and Personal Qualities
- a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
- b. Collaborate with other professionals in case management.
- c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- d. Adhere to the ASHA Code of Ethics and behave professionally.

~~Implementation: The applicant must have acquired the skills referred to in this standard applicable across the nine major areas listed in Standard IV C. Skills may be developed and demonstrated by direct client/patient contact in clinical experiences, academic course work, labs, simulations, examinations, and completion of independent projects.~~

~~The applicant must have obtained a sufficient variety of supervised clinical experiences in different work settings and with different populations so that he or she can demonstrate skills across the ASHA Scope of Practice in Speech-Language Pathology. Supervised clinical experience is defined as clinical services (i.e., assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of populations that fit within the ASHA Scope of Practice in Speech-Language Pathology.~~

~~These experiences should allow students to:~~

- ~~• interpret, integrate, and synthesize core concepts and knowledge;~~
- ~~• demonstrate appropriate professional and clinical skills; and~~
- ~~• incorporate critical thinking and decision-making skills while engaged in identification, evaluation, diagnosis, planning, implementation, and/or intervention.~~

~~Alternative clinical experiences may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive).~~

~~Supervisors of clinical experiences must hold a current ASHA Certificate of Clinical Competence in the appropriate area of practice during the time of supervision. The supervised activities must be within the ASHA Scope of Practice in Speech-Language Pathology to count toward certification.~~

Standard V-C – The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

~~Implementation: Guided observation hours generally precede direct contact with clients/patients. The observation and direct client/patient contact hours must be within the ASHA Scope of Practice in Speech-Language Pathology and must be under the supervision of a qualified professional who holds current ASHA certification in the appropriate practice area. Such supervision may occur simultaneously with the student's observation or afterwards through review and approval of written reports or summaries submitted by the student. Students may use video recordings of client services for observation purposes.~~

~~Applicants should be assigned practicum only after they have acquired sufficient knowledge bases to qualify for such experience. Only direct contact with the client or the client's family in assessment, intervention, and/or counseling can be counted toward practicum. Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through alternative clinical education (ACE) methods. Only the time spent in active engagement with the ACE may be counted. ACE may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included. Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the client or client's family. Typically, only one student should be working with a given client at a time in order to count the practicum hours. It is possible for several students working as a team to receive credit for the same session, depending on the specific responsibilities each student is assigned. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standards III and IV.~~

Standard V-D – At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

~~Implementation: A minimum of 325 clock hours of clinical practicum must be completed at the graduate level. At the discretion of the graduate program, hours obtained at the undergraduate level may be used to satisfy the remainder of the requirement.~~

Standard V-E – Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Standard V-F – Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

~~Implementation: The applicant must demonstrate direct client/patient clinical experiences in both assessment and intervention with both children and adults from the range of disorders and differences named in Standard IV-C.~~

Standard VI: Assessment – The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.

~~Implementation: Results of the Praxis Examination in Speech-Language Pathology must be submitted directly to ASHA from ETS. The certification standards require that a passing exam score must be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not successfully passed and reported within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, the individual will be required to reapply for certification under the standards in effect at that time.~~

Standard VII: Speech-Language Pathology Clinical Fellowship – The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF).

~~Implementation: The Clinical Fellowship may be initiated only after completion of all academic course work and clinical experiences required to meet the knowledge and skills delineated in Standards IV and V. The CF experience must be initiated within 24 months of the date the application is received. Once the CF has been initiated, it must be completed within 48 months. For applicants completing multiple CFs, all CF experiences related to the application must be completed within 48 months of the date the first CF was initiated. Applications will be closed for a CF/CFs that is/are not completed within the 48-month timeframe or that is/are not reported to ASHA within 90 days after the 48-month timeframe. The Clinical Fellow will be required to reapply for certification and must meet the Standards in effect at the time of re-application. CF experiences older than 5 years at the time of application will not be accepted.~~

~~The CF must have been completed under the mentorship of an individual who held the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) throughout the duration of the fellowship. It is the Clinical Fellow's responsibility to identify a mentoring speech-language pathologist (SLP) who holds an active Certificate of Clinical Competence in Speech-Language Pathology. Should the certification status of the mentoring SLP change during the CF experience, the Clinical Fellow will be awarded credit only for that portion of time during which the mentoring SLP held certification. It, therefore, is incumbent on the CF to verify the mentoring SLP's status periodically throughout the Clinical Fellowship experience. A family member or individual related in any way to the Clinical Fellow may not serve as a mentoring SLP.~~

Standard VII-A: Clinical Fellowship Experience – The Clinical Fellowship must have consisted of clinical service activities that foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA's current Scope of Practice in Speech-Language Pathology. The Clinical Fellowship must have consisted of no less than 36 weeks of full-time professional experience or its part-time equivalent.

~~Implementation: No less than 80% of the Fellow's major responsibilities during the CF experience must have been in direct client/patient contact (e.g., assessment, diagnosis, evaluation, screening, treatment, clinical research activities, family/client consultations, recordkeeping, report writing, and/or counseling) related to the management process for individuals who exhibit communication and/or swallowing disabilities.~~

~~Full-time professional experience is defined as 35 hours per week, culminating in a minimum of 1,260 hours. Part-time experience of less than 5 hours per week will not meet the CF requirement and may not be counted toward completion of the experience. Similarly, work in excess of the 35 hours per week cannot be used to shorten the CF to less than 36 weeks.~~

Standard VII-B: Clinical Fellowship Mentorship – The Clinical Fellow must have received ongoing mentoring and formal evaluations by the CF mentor.

~~Implementation: Mentoring must have included on-site observations and other monitoring activities. These activities may have been executed by correspondence, review of video and/or audio recordings, evaluation of written reports, telephone conferences with the Fellow, and evaluations by professional colleagues with whom the Fellow works. The CF mentor and Clinical Fellow must have participated in regularly scheduled formal evaluations of the Fellow's progress during the CF experience. The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF Mentor.~~

~~The mentoring SLP must engage in no fewer than 36 supervisory activities during the clinical fellowship experience. This supervision must include 18 on-site observations of direct client contact at the Clinical Fellow's work site (1 hour = 1 on-site observation; a maximum of six on-site observations may be accrued in 1 day). At least six on-site observations must be conducted during each third of the CF experience. On-site observations must consist of the Clinical Fellow engaged in screening, evaluation, assessment, and/or habilitation/rehabilitation activities. Use of real-time, interactive video and audio conferencing technology is permitted as a form of on-site observation, for which pre-approval must be obtained.~~

~~Additionally, supervision must also include 18 other monitoring activities. At least six other monitoring activities must be conducted during each third of the CF experience. Other monitoring activities are defined as evaluation of reports written by the Clinical Fellow, conferences between the mentoring SLP and the Clinical Fellow, discussions with professional colleagues of the Fellow, etc., and may be executed by correspondence, telephone, or reviewing of video and/or audio tapes.~~

~~On rare occasions, the CFCC may allow the supervisory process to be conducted in other ways. However, a request for other supervisory mechanisms must be submitted in written form to the CFCC, and co-signed by the CF mentor, before the CF is initiated. The request must include the reason for the alternative supervision and a description of the supervision that would be provided. At a minimum, such a request must outline the type, length, and frequency of the supervision that would be provided.~~

Standard VII-C: Clinical Fellowship Outcomes – The Clinical Fellow must have demonstrated knowledge and skills consistent with the ability to practice independently.

~~Implementation: At the completion of the CF experience, the applicant will have acquired and demonstrated the ability to:~~

- ~~• integrate and apply theoretical knowledge,~~
- ~~• evaluate his or her strengths and identify his or her limitations,~~
- ~~• refine clinical skills within the Scope of Practice in Speech-Language Pathology,~~

- ~~apply the ASHA Code of Ethics to independent professional practice.~~

~~In addition, upon completion of the CF, the applicant must have demonstrated the ability to perform clinical activities accurately, consistently, and independently and to seek guidance as necessary.~~

~~The CF mentor must submit the Clinical Fellowship Report and Rating Form, which includes the Clinical Fellowship Skills Inventory (CFSI), as soon as the CF successfully completes the CF experience. This report must be signed by both the Clinical Fellow and mentoring SLP.~~

Standard VIII: Maintenance of Certification – Certificate holders must demonstrate continued professional development for maintenance of the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).

~~Implementation: Individuals who hold the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) must accumulate 30 certification maintenance hours of professional development during every 3-year maintenance interval. Intervals are continuous and begin January 1 of the year following award of initial certification or reinstatement of certification. A random audit of compliance will be conducted.~~

~~Accrual of professional development hours, adherence to the ASHA Code of Ethics, submission of certification maintenance compliance documentation, and payment of annual dues and/or certification fees are required for maintenance of certification.~~

~~If renewal of certification is not accomplished within the 3-year period, certification will expire. Individuals wishing to regain certification must submit a reinstatement application and meet the standards in effect at the time the reinstatement application is submitted.~~



American Board
1123 Zonolite Road, Suite 29
Atlanta, GA 30306

13 July 2021

Idaho State Department of Education
650 W. State Street, 2nd Floor
Boise, Idaho 83702

Re: IDAPA 08.02.02 Rules Governing Uniformity

Superintendent Ybarra,

American Board applauds the efforts of the Educator Standards Working Group to reduce the bureaucratic burden of Idaho's educator preparation program review process. In particular, the group's decision to remove the 100+ indicators from the *Idaho Standards for Initial Certification of Professional School Personnel* document certainly works to serve the group in its mission to "reduce regulatory burden upon educator preparation programs while maintaining high standards for beginning teachers, administrators, and pupil service staff."

It's worth noting, however, that the work hasn't been without concern. American Board would like to draw attention to and oppose three changes proposed by the Educator Standards Working Group. First, the addition of three standards to the list of core standards. Second, the qualifying of all standards as knowledge standards. Finally, and most important to American Board, we disagree with the proposed scoring rubric for program renewal reviews.

American Board does not support the addition of three new, state-specific core standards. We believe the addition of three standards (a 30 percent increase in the number of core standards) is counterproductive to the work with which the group was tasked. Furthermore, the new standards themselves are problematic and unnecessary.

Standard 11: American Indian Tribes and Tribal Sovereignty. The teacher candidate knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities and the cultural resources (e.g., language, history, indigenous knowledge) of American Indian students and their communities.*

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

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1123 Zonolite Road, Suite 29
Atlanta, GA 30306

AMERICAN BOARD

Your Community. Your Teachers.

Standard 12: Code of Ethics for Idaho Professional Educators. The teacher candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.

Standard 13: Digital Technology and Online Learning. The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

American Board opposes the notion that all standards are now deemed “knowledge” standards. This is a change we believe is directly in response to House Bill 599 passed in 2020. HB 599 clearly states that nonpublic programs are not responsible for meeting “performance” standards. Rebranding all standards as knowledge standards so they must be met by nonpublic programs is in violation of the spirit of HB 599. If a standard was previously upheld by more performance and disposition indicators than knowledge indicators, it seems clear that standard is a performance standard. This concept is further supported by the verb used in the standard. As an example, a standard requiring a teacher candidate to “work,” “plan,” or “engage” is a performance standard. Only standards requiring candidates to “know” or “understand” should be considered knowledge standards. Qualifying all standards as knowledge standards is an attempt to hold nonpublic institutions to more bureaucratic requirements than intended by HB 599.

Lastly, American Board holds significant opposition to the scoring rubric developed for the program renewal reviews. Prior to revamping the review process, institutions were able to miss 20 percent of indicators and be approved. Now, the review process requires that all programs receive 100 percent on their scoring in order to be approved. American Board strongly believes nonpublic programs should be granted the flexibility allowed under HB 599 and, therefore, we believe that flexibility should carry over to the review process scoring. Allowing nonpublic programs to meet 80 percent of standards and receive the approval status would be one step in the direction of reducing the regulatory burden the state is currently placing on nonpublic programs.

We appreciate the opportunity to provide this feedback, and we look forward to working with the state to improve the process of reviewing nonpublic educator preparation programs.

Best,
Melanie Olmstead
Executive Director | American Board

www.americanboard.org

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Atlanta, GA 30306



American Board
1123 Zonolite Road, Suite 29
Atlanta, GA 30306

August 19, 2021

Idaho State Board of Education
650 W. State Street, 3rd Floor
Boise, Idaho 83702

Re: IDAPA 08.02.02 Rules Governing Uniformity

Dear Members of the State Board of Education,

American Board applauds the efforts of the Educator Standards Working Group to reduce the bureaucratic burden of Idaho's educator preparation program review process. In particular, the group's decision to remove the 100+ indicators from the *Idaho Standards for Initial Certification of Professional School Personnel* document certainly works to serve the group in its mission to "reduce regulatory burden upon educator preparation programs while maintaining high standards for beginning teachers, administrators, and pupil service staff."

It's worth noting, however, that the work hasn't been without concern. American Board would like to draw attention to and oppose three changes proposed by the Educator Standards Working Group. First, the addition of three standards to the list of core standards. Second, the qualifying of all standards as knowledge standards. Finally, and most important to American Board, we disagree with the proposed scoring rubric for program renewal reviews.

American Board does not support the addition of three new, state-specific core standards. We believe the addition of three standards (a 30 percent increase in the number of core standards) is counterproductive to the work with which the group was tasked. Furthermore, the new standards themselves are problematic and unnecessary.

Standard 11: American Indian Tribes and Tribal Sovereignty. The teacher candidate knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities and the cultural resources (e.g., language, history, indigenous knowledge) of American Indian students and their communities.*

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

Standard 12: Code of Ethics for Idaho Professional Educators. The teacher candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.

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Atlanta, GA 30306



Standard 13: Digital Technology and Online Learning. The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

For the most part, the three new standards are duplicative. Proposed Standard 11 fits within current Standard 2; proposed Standard 12 fits within current Standard 9; and proposed Standard 13 within current Standard 8.

American Board opposes the notion that all standards are now deemed “knowledge” standards. This is a change we believe is directly in response to House Bill 599 passed in 2020. HB 599 clearly states that nonpublic programs are not responsible for meeting “performance” standards. Rebranding all standards as knowledge standards so they must be met by nonpublic programs is in violation of the spirit of HB 599. If a standard was previously upheld by more performance and disposition indicators than knowledge indicators, it seems clear that standard is a performance standard. This concept is further supported by the verb used in the standard. As an example, a standard requiring a teacher candidate to “work,” “plan,” or “engage” is a performance standard. Only standards requiring candidates to “know” or “understand” should be considered knowledge standards. Qualifying all standards as knowledge standards is an attempt to hold nonpublic institutions to more bureaucratic requirements than intended by HB 599.

Lastly, American Board holds significant opposition to the scoring rubric being proposed for the program renewal reviews. Prior to revamping the review process, institutions were able to miss 20 percent of indicators and be approved. Now, the review process requires that all programs receive 100 percent on their scoring in order to be approved. American Board strongly believes nonpublic programs should be granted the flexibility allowed under HB 599 and, therefore, we believe that flexibility should carry over to the review process scoring. Allowing programs to meet 80 percent of standards and receive the approval status would be one step in the direction of reducing the regulatory burden the state is currently placing on nonpublic programs. Furthermore, the review process should take into consideration the type of educator preparation program (i.e. online/in-person or traditional/nontraditional, or public/private) recognizing that programs may have different methods by which to prepare Idaho teachers.

We appreciate the opportunity to provide this feedback, and we look forward to working with the state to improve the process of reviewing nonpublic educator preparation programs.

Best,

A handwritten signature in blue ink that reads "Melanie Olmstead".

Melanie Olmstead
Executive Director | American Board

www.americanboard.org

1123 Zonolite Road, Suite 29
Atlanta, GA 30306

From: Nathan Dean

Re: Comment on the Proposed Changes to the Idaho Standards for Initial Certification of Professional School Personnel

--- --- ---

There are some aspects of the proposed changes to the Standards for Initial Certification that are headed in the right direction. For example, the inclusion of a core standard regarding *American Indian Tribes and Tribal Sovereignty* is to be commended. Additionally, it seems entirely reasonable to look for ways to streamline the standards since length and the number of separate (but interrelated) sections makes them a bit unwieldy in their current form. There are undoubtedly items that can be condensed and redundancies that can be removed to make the document more accessible and useful. In that sense, I support the apparent intention of the proposed changes to trim the fat and focus on clarity.

However, the proposed changes take that sentiment to an extreme and result in a standards document that is too vague and stripped of vital content to be useful. This is especially concerning because such a shift could negatively impact our constitutional obligation to maintain uniformity in our system of public education. The two most significant concerns are expanded on below:

1) The Content-Related Enhancement Standards Have Been Removed.

In the current standards document, the enhancement standards provide additional criteria that must be met by new educators seeking initial certification in various content areas (e.g., Science, Mathematics, English Language Arts, etc.). The proposed changes do away with these entirely.

Such a change fails to acknowledge that there are vital pedagogical skills unique to each content area which are not addressed by the core standards. Taking science as an example (since it is my background), the current document includes standards relating to *Safety* and *Laboratory & Field Activities*. Removing these standards—as the proposed document does—effectively eliminates state’s ability to mandate that *all* Idaho science teachers have fundamental competency in managing students in a safe laboratory environment before they step into the classroom. Likewise, the proposed standards omit instructional competencies that are discipline-specific but vital for successful science teaching (e.g. understanding and modeling the science and engineering practices and guiding students to use them). Other content-areas suffer similarly from the omission of their respective standards.

It is my understanding that the proposed changes to the endorsement rules found in IDAPA 08.02.02.022-024 are meant to address this issue. They do not accomplish that goal. Continuing to use science as an example, the language of “... [to include coursework] in methods of teaching science, lab safety...” has been added to the relevant endorsements in the proposed

rule changes. Although vague, this change acknowledges that methods and safety training are important. However, moving these requirements to the endorsement rules means that they would only apply to *some* prospective science teachers. Candidates seeking initial certification through a non-traditional program like ABCTE or via a Content Specialist Alternative Authorization do not have to address the individual endorsement requirements listed in that section of IDAPA. Both are held only to meet the requirements found in the Standards for Initial Certification. Within the current legal context, the proposed changes would allow some candidates to seek initial certification without demonstrating all the vital competencies needed to be effective (and, in some cases, keep students safe) in their endorsed content areas.

2) The Knowledge, Performance, and Disposition Statements Have Been Removed.

Currently, the Standards for Initial Certification are each broken down into statements clarifying what the standard entails with regards to a candidate's Knowledge, Performance, and Dispositions. This is true for both the core and enhancement standards. Although it's quite likely that many of these statements could be consolidated to streamline the document, eliminating them entirely leaves only vague statements whose criteria are highly open to interpretation and cannot be enforced uniformly across preparation routes. Unfortunately, that is what is found in the proposed standards.

An example of this can be found in Core Teaching Standard 6:

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

If we are going to say that this standard must be met by all candidates seeking initial certification, then we must also articulate clearly what an acceptable level of proficiency looks like. Further, that line between proficient and non-proficient must be reliably interpreted from one program to another. Looking at the standard on its own, it is quite difficult to say where that line should be drawn on who has (or hasn't) met the criteria. The statements under each standard provide additional clarification on what needs to be assessed to demonstrate that a candidate has met the standard. For example, a sample of statements under Standard 6 say:

- The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

Unlike the standard on its own, these statements are indicators which can be evaluated in a meaningful and (relatively) consistent way. If the document is whittled down to only the

standards themselves (as proposed), it is very likely that they will be interpreted differently between preparation programs—and potentially even by individuals within the same program. Additionally, it would undermine the accountability of program reviews, since judging whether a program is truly in alignment with any given standard would become extremely difficult. If anything, we should be looking to make the Standards for Initial Certification clearer and less open to interpretation, not more.

This problem only becomes larger when considering non-public preparation programs. Pursuant to Idaho Code Section 33-1207A, non-public teacher preparation programs can only be reviewed on the basis of the “knowledge or equivalent standards set forth in the initial standards for teacher certification...”. It is my understanding that this part of Idaho Code was written in direct reference to the current structure of the standards. As such, removing the knowledge, performance, and dispositions statements—and failing to replace them with anything equivalent—calls into question whether there are any remaining criteria by which the state can evaluate non-public preparation programs. Further, even if non-public programs can still be held to the core standards, the removal of the content-specific extension standards means that there are no criteria by which the state can review the content-specific aspects of their programs. That lack of uniform accountability to certification standards is troubling.

Given our constitutional obligation to maintain a uniform system of public schools, it is vital that our Standards for Initial Certification be written in a way that encourages uniformity in certification criteria. The standards must apply equally to all prospective educators—regardless of their route to certification. Also, they must provide enough detail and clarity to limit room for disparate interpretations. As described above, the proposed standards fall short on both fronts. I encourage the State Board of Education to consider rejecting the proposed standards in their current form. However, I do support ongoing work to streamline the standards, so long as that work also increases their clarity and uniformity in the process.

Summary of Comments Received by the Department of Education and Unresolved Issues

Rules Governing Uniformity 08.02.02**Docket No. 08-0202-2102**

Summary of Comments During/After July 7, 2021, Meeting

Generally, commenters appreciated the work of the educator stakeholder workgroup to simplify standards and reduce regulatory burden upon educator preparation programs (PC 1, 2, 4, 5, 6, 7, 8, 9, 17). Comments regarding problematic rule sections centered around Career and Technical Education (CTE) content requirements (PC 3, 7, 8), Visual Arts endorsement (PC 7, 8), Early Childhood/Early Childhood Special Education standards (PC10), Speech-Language Pathologist endorsement (Public meeting, PC 12, 14), Audiology endorsement (Public meeting, PC 14, 16), and technical/grammar correction recommendations (PC 11, 15).

Public Comments

CTE content requirements: The comment received is specific to Subsection 015.04.b. The Department seeks feedback and additional revision, if necessary, from the Division of Career and Technical Education.

Visual Arts endorsement: The concern that a class added to the endorsement has increased the credit load to gain the endorsement appears to have no basis. While three (3) credits of art history was added to the endorsement, the number of foundation art and design credits was reduced from nine credits (9) to six (6), resulting in a net change of zero (0) credits.

Early Childhood/Early Childhood Special Education standards:

The comment recommends removing overlapped and repeated emphases and consolidating the those that are not covered by the core standards such as law, regulation, eligibility determination, and coaching/consultation.

Department staff recommends leaving the standards as written, as the state-specific standards for special education programs were crafted by special education professionals from around the state.

Speech-Language Pathologist (SLP) endorsement: The provision that allows for one-time extension of the interim certificate (Subsection 015.02.i) may be costly and potentially dangerous to kids. If the provision is to be retained, more specifics are required:

- The individual seeking the certificate must provide proof to the LEA that he/she is actually accepted, enrolled, and making progress in a master's program.
- The individual must graduate on time, demonstrating at least once a year to the LEA that their GPA and overall coursework is progressing as indicated in the ISU CSD Graduate Student Manual.

- The individual seeking the certificate must be provided with supervision from a licensed and certified speech-language pathologist who belongs to the American Speech, Language, and Hearing Association.
- The individual seeking the certificate must be supervised by a licensed and ASHA certified speech-language pathologist for a minimum of 25% of their clinical experience. That is, if the certificate seeker is practicing with a client for 60 minutes, then 15-minutes must be supervised by the ASHA certified speech-language pathologist.

Department staff recommends incorporation of these amendments into Subsection 015.02.i.

Audiology endorsement:

- Please add "or higher" after master's level for audiologists. For more than 10 years, institutions have NOT awarded master's degrees as they are no longer deemed sufficient to practice. Veterans are grandfathered in, but the doctoral level is all that exists (most of us have an Au.D. with a clinical emphasis but a Ph.D. in audiology is also an option).
- Please consider wording to the effect of, "Valid for 5 years. Renewal may be demonstrated by CCC, state licensure, and/or 6 semester hours." It would give educational audiologists the most flexibility (at least one educational audiologist in Idaho is also an SLP and works with her time shared between two professional roles).

Department staff recommends incorporation of the amendment in the first bullet. The wording in the second bullet does not change the flexibility offered by the existing amendments.

Technical/grammar corrections:

In ISICPSP:

- Page 7, Standard 2: "...embed learning objectives into child initiated . . . " Does the child initiate this action?
- Page 14, Standard 9: "manages" should be "manage"

In IDAPA Subsection 016.05:

- Amend "Teaching for Mathematical Thinking" to "Teaching Mathematical Thinking."

Department staff has reviewed the question in the first bullet and has determined the language is correct when the entire standard is read. Department staff recommends incorporation of the amendments in the second and third bullets.

Comments 1 and 13 are duplicate from the same person. The concerns may stem from an assumption that only the state-specific standards for Exceptional Child Generalist apply to the Exceptional Child Generalist program. The Idaho Core Teaching Standards also apply to all special education programs.

Other comments regarding the review process and scoring rubric (PC 2, 4) apply to process and procedure manual (manual) revisions, which are dependent upon the result of this rulemaking. Upon completion of the manual revisions, the manual will be recommended by the Professional Standards Commission to the State Board of Education for approval. Recommendation to the Board is anticipated to occur after final changes to IDAPA 08.02.02 are passed by the 2022 Legislature.

Comments regarding pupil service staff pay, working conditions, and higher education funding (PC 12) are not applicable to this section of rule.

Unresolved Issues

- Public educator preparation programs are accountable for ongoing alignment to state board approved educator accreditation program standards (e.g., CAEP), while non-public educator preparation programs are not (Public meeting, PC 17).
- Non-public educator preparation programs should not be held to knowledge of the entirety of each standard (Public meeting, PC 2).
- Newly added State-Specific Core Teaching Standards 11, 12, and 13 are unnecessary (PC 2).
- CTE – 12 credits of CTE content should be reduced to 9 (PC 3, 7, 8).
 - The Department seeks revision

From: [Natalie Hui](#)
To: [Lisa Colon Durham](#)
Subject: FW: 2021 Negotiated Rulemaking -
Date: Monday, July 12, 2021 12:34:32 PM

Please see the feedback below.

Natalie Hui
 Management Assistant
 Idaho State Department of Education
 (208) 332-6815
nhui@sde.idaho.gov
"Supporting Schools and Students to Achieve"

From: Aleksandra Hollingshead <kbennett@sde.idaho.gov>
Sent: Monday, July 12, 2021 12:33 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	Aleksandra Hollingshead
Email	ahollingshead@uidaho.edu
Please select	Standards for Certification and Endorsements
Comments	<p>I appreciate the overall simplification and shortening of the standards for various endorsements. My comments are specific to Exceptional Child Generalist standards:</p> <p>1) I believe Standard 3 should include both assistive and instructional technology and should have a reference to supporting inclusion, in addition to communication and learning.</p> <p>2) Standard 4 surprises me- a special educator should have assessment skills beyond just eligibility. Special educator assess their students learning and based on such assessment design specialized instruction, accommodations, modifications, etc. I would delete the reference to eligibility in the standards title, and edit the section of the standard to read "sound assessments (including eligibility) to guide..."</p> <p>3) I am highly unimpressed with standard 5. A special educator needs broader collaboration</p>

skills to include various professionals- gen ed teachers, school psychologist, related service providers, AND paraprofessionals. Limiting the standard requirement to just "guidance and direction" of support staff is inadequate and incomplete. I would prefer to see a return to a broader collaboration standard.

4) Lastly, I would urge us to keep/add a standard related to designing appropriate behavior supports and inclusive environments recognizing individualized and unique learning characteristics of students with disabilities- such standard could combine previous/current standard 1 and 2. It is paramount that special educators have such skills and knowledge and we- teacher ed preparation programs must be required to teach this content.

From: [Natalie Hui](#)
To: [Lisa Colon Durham](#)
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 13, 2021 8:45:38 AM

More feedback

Natalie Hui
 Management Assistant
 Idaho State Department of Education
 (208) 332-6815
nhui@sde.idaho.gov
"Supporting Schools and Students to Achieve"

From: Melanie Olmstead <kbennett@sde.idaho.gov>
Sent: Tuesday, July 13, 2021 8:44 AM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	Melanie Olmstead
Email	molmstead@americanboard.org
Please select	Standards for Certification and Endorsements
Comments	<p>American Board 1123 Zonolite Road, Suite 29 Atlanta, GA 30306</p> <p>13 July 2021</p> <p>Idaho State Department of Education 650 W. State Street, 2nd Floor Boise, Idaho 83702</p> <p>Re: IDAPA 08.02.02 Rules Governing Uniformity</p> <p>Superintendent Ybarra,</p> <p>American Board applauds the efforts of the Educator Standards Working Group to reduce the bureaucratic burden of Idaho's educator preparation program review process. In</p>

particular, the group's decision to remove the 100+ indicators from the Idaho Standards for Initial Certification of Professional School Personnel document certainly works to serve the group in its mission to "reduce regulatory burden upon educator preparation programs while maintaining high standards for beginning teachers, administrators, and pupil service staff."

It's worth noting, however, that the work hasn't been without concern. American Board would like to draw attention to and oppose three changes proposed by the Educator Standards Working Group. First, the addition of three standards to the list of core standards. Second, the qualifying of all standards as knowledge standards. Finally, and most important to American Board, we disagree with the proposed scoring rubric for program renewal reviews.

American Board does not support the addition of three new, state-specific core standards. We believe the addition of three standards (a 30 percent increase in the number of core standards) is counterproductive to the work with which the group was tasked. Furthermore, the new standards themselves are problematic and unnecessary.

Standard 11: American Indian Tribes and Tribal Sovereignty*. The teacher candidate knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities and the cultural resources (e.g., language, history, indigenous knowledge) of American Indian students and their communities.

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

Standard 12: Code of Ethics for Idaho Professional Educators. The teacher candidate understands the Code of Ethics for Idaho Professional

Educators and its place in supporting the integrity of the profession.

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American Board opposes the notion that all standards are now deemed “knowledge” standards. We believe this change is in direct response to House Bill 599 passed in 2020. HB 599 clearly states that nonpublic programs are not responsible for meeting “performance” standards. Rebranding all standards as knowledge standards so they must be met by nonpublic programs is in violation of the spirit of HB 599. If a standard was previously upheld by more performance and disposition indicators than knowledge indicators, it seems clear that standard is a performance standard. This concept is further supported by the verb used in the standard. As an example, a standard requiring a teacher candidate to “work,” “plan,” or “engage” is a performance standard. Only standards requiring candidates to “know” or “understand” should be considered knowledge standards. Qualifying all standards as knowledge standards is an attempt to hold nonpublic institutions to more bureaucratic requirements than intended by HB 599.

Lastly, American Board holds significant opposition to the scoring rubric developed for the program renewal reviews. Prior to revamping the review process, institutions were able to miss 20 percent of indicators and be approved. Now, the review process requires that all programs receive 100 percent on their scoring in order to be approved. American Board strongly believes nonpublic programs should be granted the flexibility allowed under HB 599 and, therefore, we believe that flexibility should carry over to the

review process scoring. Allowing nonpublic programs to meet 80 percent of standards and receive the approval status would be one step in the direction of reducing the regulatory burden the state is currently placing on nonpublic programs.

We appreciate the opportunity to provide this feedback, and we look forward to working with the state to improve the process of reviewing nonpublic educator preparation programs.

Best,
Melanie Olmstead
Executive Director | American Board

From: [Natalie Hui](#)
To: [Lisa Colon Durham](#)
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 13, 2021 8:45:55 AM

More feedback.

Natalie Hui
 Management Assistant
 Idaho State Department of Education
 (208) 332-6815
nhui@sde.idaho.gov
“Supporting Schools and Students to Achieve”

From: Tracie Simon <kbennett@sde.idaho.gov>
Sent: Monday, July 12, 2021 9:27 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	Tracie Simon
Email	simont@byui.edu
Please select	Standards for Certification and Endorsements
Comments	For the CTE endorsement we initially included the methods requirement in the general CTE certification requirements. They were then removed from the general requirements and put into the area specific requirements. For this reason, I think 9 credits of CTE content is sufficient. We don't need 12 credits if the methods courses are no longer included in the general CTE requirements. There are a LOT of required credits for a CTE endorsement.

From: [Natalie Hui](#)
To: [Lisa Colon Durham](#)
Subject: Fwd: 2021 Negotiated Rulemaking -
Date: Tuesday, July 13, 2021 2:09:30 PM

More feedback

Natalie Hui
 Management Assistant
 State Department of Education

From: William Harman <kbennett@sde.idaho.gov>
Sent: Tuesday, July 13, 2021, 2:08 PM
To: Natalie Hui
Subject: Re: 2021 Negotiated Rulemaking -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	William Harman
Email	wgharman@lcsc.edu
Please select	Standards for Certification and Endorsements
Comments	<p>The process that was used by the Committee was thorough and comprehensive while at the same time being relatively efficient. The proposal that has emerged for revised standards, supporting changes in rule, and the starting work on means of evaluation represents the will not merely of a majority in the committee, but consensus on the best ways forward. This does not mean that there are not outliers who disagree with the direction that was taken. However, their views were accounted for and discussed during the open and democratic process, and the proposal that emerged, if it displeases them, should not be subject to the implication that it was somehow ill-considered.</p> <p>The strength of the proposal is that it makes the requirements more direct and streamlines the process while still holding EPPs to the same standards, reflective of national consensus on the best standards for preparation of educators (InTASC).</p>

If there is any remaining shortfall in the proposal, it is the question regarding uniform interpretation of what will qualify as sufficient evidence of meeting each of the standards. This matter can be addressed by allocating sufficient resources to create and carry out uniform training that is identical for the full faculty of all EPPs and all reviewers. The materials (training videos? seminars? sample cases? collection of sample sufficient evidence items?) need to be developed and training initiated so that the revised standards can be implemented with consensus understanding of application immediately upon passage.

From: [Natalie Hui](#)
To: [Lisa Colon Durham](#)
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 13, 2021 2:15:53 PM

Natalie Hui
 Management Assistant
 Idaho State Department of Education
 (208) 332-6815
nhui@sde.idaho.gov
"Supporting Schools and Students to Achieve"

From: Tonia Dousay <kbennett@sde.idaho.gov>
Sent: Tuesday, July 13, 2021 2:15 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	Tonia Dousay
Email	tonia@uidaho.edu
Please select	Standards for Certification and Endorsements
Comments	The proposed changes allow EPPs to more closely align required content courses with the counterpart disciplinary major (e.g., Secondary Biology/Biology, Secondary History/History, etc.). Such an approach ensures quality content preparation that keeps pace with trending changes in these disciplines. The current rules require some teaching majors (e.g., Earth Space Science and Physics) to meet specific indicators not available from the related academic department, forcing additional coursework and requiring additional resources by EPPs to meet the expectation. Closer alignment means stronger arguments in course evidence, optimized use of resources, and potentially enhanced performance on related Praxis II exams.

From: [Natalie Hui](#)
To: [Lisa Colon Durham](#)
Subject: Fwd: 2021 Negotiated Rulemaking -
Date: Tuesday, July 13, 2021 3:08:07 PM

Natalie Hui
 Management Assistant
 State Department of Education

From: Kevin Talbert <kbennett@sde.idaho.gov>
Sent: Tuesday, July 13, 2021 3:06:49 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	Kevin Talbert
Email	ktalbert@collegeofidaho.edu
Please select	Standards for Certification and Endorsements
Comments	I/ we (C of I) endorse these changes. The 3 phases have done extraordinary work at reducing the regulatory burden and still providing an effective template for the diverse composition of EPPs across the state to follow. De-emphasizing indicators puts emphasis back where it should be on the standards and removes the burden to produce artifacts aligned with each indicator. Removing "disposition" statements reduces logical redundancy (it's not clear how one would have any knowledge or ability to perform without some disposition to do so). I am not sure what the other EPPs who expressed dissention are concerned about, but as far as we are concerned these are a giant step forward toward helping us focus on preparing teachers rather than preparing reports.

From: [Natalie Hui](#)
To: [Lisa Colon Durham](#)
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 13, 2021 4:54:02 PM

Natalie Hui
 Management Assistant
 Idaho State Department of Education
 (208) 332-6815
nhui@sde.idaho.gov
"Supporting Schools and Students to Achieve"

From: Scott Gardner <kbennett@sde.idaho.gov>
Sent: Tuesday, July 13, 2021 4:09 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	Scott Gardner
Email	gardners@byui.edu
Please select	Standards for Certification and Endorsements
Comments	<p>I certainly support the proposed revisions and feel there was sufficient representation and opportunities for feedback. I also felt that there was near unanimous support for the proposals in our working groups.</p> <p>Beneficial aspects of the proposed revisions: 1) Going from 291 pages of standards down to 15 is amazing. 2) Previously, just for the education core classes at the university, we had to show how we met 220 individual standards. That was tedious, costly and frankly over-the-top (especially since we had to produce 3 different types of evidence for each one). That has now been boiled down to 13 overall standards which is much more reasonable while still keeping the overall essence of the 220. 3) This reduction in regulatory burden really frees up university personnel and programs to focus on program improvement and quality</p>

teaching of candidates rather than spending so much time preparing accreditation reports, documentation, websites, etc. 4) Broadening the second endorsement options for elementary education candidates will also benefit those students and I think will increase our overall number of graduates in elementary education. 5) There is much greater clarity in the code so as to reduce confusion and misinterpretation. 6) The changes to the Social Studies code will likely increase the number of candidates seeking that highly desirable certification.

Again I emphasize that by and large we are very appreciative of the work that has been done and the resulting reduction in regulatory burden. There were a couple of instances where the regulatory burden was increased that will have some negative repercussions for BYU and perhaps for other institutions as well. 1) The Art Education code introduced the requirement for an additional art history class. Any time additional classes and credits are required, there are potentially negative ramifications. In our case, this added to the reasons why the Art faculty decided to cut our Art Education minor. This wasn't the only reason, but it did add to the rationale for ending the program. 2) For our FCS program, it appears that the methods classes no longer count as part of the required 12 credits of CTE. Again this will have the result of requiring an additional class which will be quite challenging for our program to accommodate. FCS is such a shortage area that I hate to see additional requirements dissuade students or universities from pursuing those programs.

In terms of remedying the couple of areas we see as problematic, I think the FCS one would just be a matter of taking the CTE required credits down to 9 instead of 12 since they are no longer counting the methods class.

From: [Natalie Hui](#)
To: [Lisa Colon Durham](#)
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 13, 2021 4:54:07 PM

Natalie Hui
 Management Assistant
 Idaho State Department of Education
 (208) 332-6815
nhui@sde.idaho.gov
"Supporting Schools and Students to Achieve"

From: Jackie Nygaard <kbennett@sde.idaho.gov>
Sent: Tuesday, July 13, 2021 4:06 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	Jackie Nygaard
Email	nygaardr@byui.edu
Please select	Standards for Certification and Endorsements
Comments	<p>From our perspective at BYU-Idaho we are supportive of the proposed revisions. We appreciated being involved and felt that the variety of institutions and interests were well represented in the process. We are supportive of the changes and feel like they do reduce the regulatory burden.</p> <p>The greatest benefit is that reduction of the regulatory burden, which will hopefully result in a simplification of the program review process (a result of the phase III process). As I understand it, the direction to engage in this process is to allow EPPs focus more on improving the preparation of teachers as a part of a continual improvement process rather than trying to satisfy every possible indicator as a checklist expressed in the standards document. By eliminating those indicators, we are allowed to focus on continual</p>

improvement focus on the core standards. I know there is a concern that the standards are not specific enough, but placing more trust that EPPs are professionals with a desire to help prepare the best teachers possible, we will allow EPPs to continually improve rather than struggle to comply.

The changes in the code also have the effect of providing more clarity and flexibility in the program designs. There are some issues in the code that may be problematic that are specific to some programs such as the additional art history requirement that will influence our art major to remove a major and minor program. Also the CTE program is overloaded with requirements that make it extremely difficult to satisfy all those requirements in the 120 credits BYU-Idaho allows for a major. Anytime the number of credits increases for a major, we have discussions whether that program is worth continuing. When these types of changes are made, I hope these issues are considered with an understanding of the potential consequence that fewer teachers may be produced in a given area. The flexibility such as was added to the social studies endorsement is an important modification that will allow more students to earn the social studies composite major, which will be beneficial to both our graduates and the schools that request graduates with social studies endorsements.

From: [Natalie Hui](#)
To: [Lisa Colon Durham](#)
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 13, 2021 4:54:14 PM

Natalie Hui
 Management Assistant
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From: Dr. Lori Sanchez <kbennett@sde.idaho.gov>
Sent: Tuesday, July 13, 2021 3:08 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	Dr. Lori Sanchez
Email	lsanchez@nnu.edu
Please select	Standards for Certification and Endorsements
Comments	<p>Idaho Lawmakers,</p> <p>The Educator Preparation Program (EPP) at Northwest Nazarene University fully supports the proposed revisions to the Standards for Certification and Endorsements. The proposed standards are very appropriate to provide Idaho students with competent educators. Multiple meetings of many stakeholder groups have worked diligently over 18 months to produce the documents before you. There may be one, or two, highly unique organizations that prepare teachers in Idaho that do not support these revisions, the vast majority of EPPs and stakeholders support the work represented here.</p> <p>Especially beneficial in this work is the representation of one set of standards for all educator preparation programs: public, private,</p>

traditional, and non-traditional. Idaho students deserve nothing less. An additional benefit of the new document is the movement of the indicators for each standard into a guidance document, allowing the focus of the review to be on the standards and how individual EPPs demonstrate meeting the standard within their unique programs. I also appreciate the effort to recognize the additional work in professional development for educators with National Board and Occupational Licensure awards, and the allowance for educators to use that work toward certificate renewal.

Similarly, I appreciate the effort to recognize nationally accredited programs in the area of Pupil Service Staff (PSS) endorsements, and the intent to let national accreditation from those professional bodies stand in for Idaho standards in those areas. I anticipate PSS programs, and CTE, will look unfavorable at the requirement of three new State Specific Standards (11 Tribes, 12 Ethics, 13 Technology). However, if these areas are important for classroom teachers, why would we not indicate their importance for all certificated educators, including PSS and CTE educators? I believe the intent is to have well prepared educators in all certificate areas: standard instructional, pupil service staff, and career technical.

Finally, Lisa Colon-Durham, Helen Henderson, and Cina Lackey from the State Department of Education deserve recognition and congratulations on facilitation of a difficult, time-intensive, multi-phased process of engaging multiple stakeholder groups in a multitude of meetings which occurred over 18 months in which diverse opinions and beliefs were expressed, discussed, negotiated, collaborated upon, and finally communicated in the documents before you. Well done, SDE Team.

Thank you for your consideration of my

comments regarding the Standards for Certification and Endorsements in the process of negotiated rulemaking.

Sincerely,

Dr. Lori Sanchez
Dean, College of Education
Northwest Nazarene University

From: [Natalie Hui](#)
To: [Lisa Colon Durham](#)
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 13, 2021 4:54:50 PM

Natalie Hui
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From: Ling Tsao <kbennett@sde.idaho.gov>
Sent: Monday, July 12, 2021 5:13 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

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Name	Ling Tsao
Email	lbsao@uidaho.edu
Please select	Standards for Certification and Endorsements
Comments	For blended EC/ECSE, there are overlapped and repeated emphases. For example, standard 1: child development has been covered by the core standard 1: learner development (typical development), standard 2: learner differences (atypical, delayed, at-risk, etc), and standard 3 learning environment (Adverse Childhood Experiences). Similarly, standard 2, 3, and 4 focus on embedded, routine and activity based instructions given the early childhood context. Those are covered by core standard core standard 4 content knowledge, 5, application of content, 7 planning for instruction, and 8 instructional strategies. I would suggest removing the repeated one and consolidate the focuses that are not covered by the core standards such as law, regulation, eligibility determination, and coaching/consultation.

From: [Natalie Hui](#)
To: [Lisa Colon Durham](#)
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 20, 2021 8:29:33 AM

Natalie Hui
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From: Kim Zeydel <kbennett@sde.idaho.gov>
Sent: Wednesday, July 14, 2021 9:01 AM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

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Name	Kim Zeydel
Email	kmzeydel@gmail.com
Please select	Standards for Certification and Endorsements
Comments	<p>Page 7 - Standard 2 "...embed learning objectives into child initiated . . . " Does the child initiate this action?</p> <p>Page 14 - Standard 9 - "manages" should be "manage"</p> <p>I am glad dyslexia was added to Standard V: page 14. This has been greatly needed as many teachers are unaware of the characteristics of dyslexia and how to teach a dyslexic child. Also, thank you for including the components of the Science of Reading.</p>

From: [Natalie Hui](#)
To: [Lisa Colon Durham](#)
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 20, 2021 8:31:23 AM

Natalie Hui
 Management Assistant
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From: Dr. Kris Brock <kbennett@sde.idaho.gov>
Sent: Thursday, July 15, 2021 5:14 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

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Name	Dr. Kris Brock
Email	Idaho.isha.presidentelect@gmail.com
Please select	Standards for Certification and Endorsements
Comments	<p>Good Evening,</p> <p>The proposed interim certificate for a speech-language pathology endorsement is inadequate state rulemaking that fails to solve the shortage of Speech Therapists in Idaho for several reasons.</p> <p>First, starting from the top, there is a lack of state funding for higher education. Specifically, Idaho State University is the only university charged with finding and educating students studying within the Communication Sciences and Disorders program. However, the ISU program can only take so many graduate students each year because the faculty cannot teach any more students or send them out on their internships for real-world learning. In fact, we need additional professors and clinical faculty members to grow the program. However, year after year, funding for</p>

higher education is slashed, salaries decreased, and this occurs all while the cost of living in Idaho skyrockets.

Second, school districts in Idaho, where the shortages of speech therapists are rather dire (e.g., Eastern, Southern, and rural central Idaho), have starting salaries in the high \$30,000 to mid \$40,000 range. These students have college loans, and more importantly, Master's degrees. They simply cannot afford to remain in Idaho with such low salaries. And quite frankly, many of them are insulted by such low starting offers. After running several analyses on where our graduate students go after receiving their Master's, we found that we lose the majority of them to Oregon, Washington, Utah, California, and Nevada. Those states have better salaries.

Third, the working speech therapy working conditions in our neighboring states protect speech therapists. Very few speech therapists in those states have caseloads of 80 and above. However, in Idaho, speech therapists are taking work home, working extra hours, and not receiving compensation for this extra time. No one should work for free. This is simply a job.

Fourth, and the most important point, adding the interim certificate is dangerous. AT BEST, the speech therapy services will be sub-par to poor, resulting in students who stay on speech therapy caseloads longer. In turn, this would mean more taxpayer dollars are spent on children that should have made adequate progress to be dismissed from special education or transitioned into general education. Additionally, Medicare and Medicaid will not allow an interim speech therapist to bill for their services in the school. The state of Idaho will lose revenue if this is implemented. And if another financial incentive is required to prevent this rule change, it's this. Poor clinical assessment and intervention decisions secondary to a lack of formal training will result in additional due process claims,

mediations, and payouts from the state of Idaho. Why? Because these students do not receive the appropriate coursework in communication disorders to diagnoses or treat clients with language disorders, speech-sound disorders, autism, down syndrome, cerebral palsy, or any other child. More importantly, they have no clinical experience, and many of them barely have babysitting experience let alone teaching experience. This field is a science, and our clients deserve that we treat it as such.

Thus, this interim certificate should be more explicit.

1. The individual seeking the certificate must provide proof to the LEA that he/she is actually accepted, enrolled, and making progress in a master's program
2. The individual must graduate on time, demonstrating at least once a year to the LEA that their GPA and overall coursework is progressing as indicated in the ISU CSD Graduate Student Manual
3. The individual seeking the certificate must be provided with supervision from a licensed and certified speech-language pathologist who belongs to the American Speech, Language, and Hearing Association
4. The individual seeking the certificate must be supervised by a licensed and ASHA certified speech-language pathologist for a minimum of 25% of their clinical experience. That is, if the certificate seeker is practicing with a client for 60 minutes, then 15-minutes must be supervised by the ASHA certified speech-language pathologist.

In sum, the shortage of speech therapists is a multivariable phenomenon. We must protect our students from poor and detrimental practice. Idaho must find another way to address the shortage.

Thank you,

Dr. Kris Brock

From: [Natalie Hui](#)
To: [Lisa Colon Durham](#)
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 20, 2021 8:35:24 AM

Natalie Hui
 Management Assistant
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From: Aleksandra Hollingshead <kbennett@sde.idaho.gov>
Sent: Sunday, July 18, 2021 11:37 AM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

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Name	Aleksandra Hollingshead
Email	ahollingshead@uidaho.edu
Please select	Standards for Certification and Endorsements
Comments	<p>I appreciate the overall simplification and shortening of the standards for various endorsements. My comments are specific to Exceptional Child Generalist standards:</p> <p>1) I believe Standard 3 should include both assistive and instructional technology and should have a reference to supporting inclusion, in addition to communication and learning.</p> <p>2) Standard 4 surprises me- a special educator should have assessment skills beyond just eligibility. Special educator assess their students learning and based on such assessment design specialized instruction, accommodations, modifications, etc. I would delete the reference to eligibility in the standards title, and edit the section of the standard to read "sound assessments (including eligibility) to guide..."</p>

3) I am highly unimpressed with standard 5. A special educator needs broader collaboration skills to include various professionals- gen ed teachers, school psychologist, related service providers, AND paraprofessionals. Limiting the standard requirement to just “guidance and direction” of support staff is inadequate and incomplete. I would prefer to see a return to a broader collaboration standard.

4) Lastly, I would urge us to keep/add a standard related to designing appropriate behavior supports and inclusive environments recognizing individualized and unique learning characteristics of students with disabilities- such standard could combine previous/current standard 1 and 2. It is paramount that special educators have such skills and knowledge and we- teacher ed preparation programs must be required to teach this content.

From: [Natalie Hui](#)
To: [Lisa Colon Durham](#)
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 20, 2021 8:55:48 AM

Natalie Hui
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From: Kimberli Shaner <kbennett@sde.idaho.gov>
Sent: Monday, July 19, 2021 12:11 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	Kimberli Shaner
Email	idaaho.isha.president@gmail.com
Please select	Standards for Certification and Endorsements
Comments	<p>Thank you for the opportunity to provide input in this process. ISHA is grateful for your invitation to participate in the Negotiated Rulemaking Meeting and the opportunity to provide comments during the meeting and now in written form.</p> <p>We are grateful that you have also taken previous feedback from our profession and are changing rules that recognize our fields credentials and licensure as a renewal factor for the Pupil Personnel Service Provider Certificate. This relieved a burden from our professionals.</p> <p>There are two main rules ISHA would like to provide comments on:</p> <p>First</p> <p>Audiology Endorsement - In order to practice in Idaho audiologists only require a state license,</p>

they may or may not be a member of ASHA or other agency. Also, for over 10 years audiologists have been required to receive a doctoral degree rather than a master degree. ISHA recommends that you reach out to an educational audiologist for clarification. I would be happy to connect you with a school based audiologist.

Second

Extension of the Interim Certificate - SLP
Endorsement

The option of an Interim Certificate is not given to other pupil personnel candidates in health related fields such as Occupational Therapists, Physical Therapists, and Nurses for good reason. The health and safety of their student-clients need to be protected. This is no different for Speech Language Pathologists. The Idaho Speech Language Hearing Association (ISHA) feels this rule should be removed completely.

If the Interim Certificate - Speech Language Pathology Endorsement is removed, as an alternative, a person with a baccalaureate degree in speech language pathology could become an Idaho licensed ASSISTANT (SLPA) until meeting the rigorous requirements to become a certified and licensed speech language pathologist.

If the rule is NOT removed the level of services that our students receive is compromised. Three years is too long, and six years is an excessively unreasonable amount of time for a person who has not met our professional qualification requirements, including receiving a masters degree, participating in supervised intern and externships, practicing for a year under supervision, and continuing to participate in ongoing, updated training in the field of speech language pathology, to be providing speech and language therapy services. This is likely to lead to, at the very least subpar, and possibly even detrimental, communication therapy services being provided to students in need. As a result

the students served by those holding an Interim Certificate may make little or no progress, or even experience declining abilities, requiring additional years of therapy services. This rule essentially nullifies our certification and licensure requirements which are in place to ensure that our clients are provided with competent care. Additionally, having someone who is not licensed and certified providing speech and language therapy services negatively impacts the ability of districts to receive medicaid reimbursement funding, could lead to preventable litigious situations, and unnecessarily damages our profession's reputation by confusing and possibly misrepresenting to clients and their families that they are receiving skilled therapy services from a qualified speech language pathologist when they are not.

If this rule is left in place, at the very least, stipulations should be added that require the employing LEA to provide proof that the person practicing under an interim certificate is actually accepted, enrolled, and making progress in a master's program and is expected to graduate on time, AND that during the time a person is granted an Interim Certificate Endorsement they are provided with supervision from a licensed and certified speech language pathologist similar to that recommended by the American Speech Language Hearing Association for an SLPA (assistant) or a Clinical Fellowship candidate (those who have graduated with a master's degree in speech language pathology and are then required to work for a year with supervision). This is in the best interest of the students that we serve.

Despite any cost issues an employing LEA is dealing with or the best intentions of the person providing services under an Interim Certificate, providing an extension of an Interim Certificate for SLP Endorsement puts the well being of our student-clients in jeopardy.

This rule is bypassing long standing policies of education, licensure, and certification requirements. It dictates to professionals in the medical field what defines competent services, and confuses the issue for clients and their families as to whether or not they are receiving skilled, evidence based speech and language therapy services. This rule adds an extra layer of regulation, red tape, and complexity and mandates who is and who is not competent to provide services, contrary to procedures already put in place.

Thank you for your consideration of these important points!

Kimberli Shaner, MS CCC-SLP

Idaho Speech Language Hearing Association
President 2021

From: [Natalie Hui](#)
To: [Lisa Colon Durham](#)
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 20, 2021 2:39:42 PM

Natalie Hui
 Management Assistant
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From: Catherine Beals <kbennett@sde.idaho.gov>
Sent: Tuesday, July 20, 2021 12:57 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

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Name	Catherine Beals
Email	cbeals@sde.idaho.gov
Please select	Standards for Certification and Endorsements
Comments	In IDAPA 08.02.02.016.05 It discusses the Teaching for Mathematical Thinking course. This course is presently called Teaching Mathematical Thinking. It does not have the word "for" in the title. I suggest removing the word "for" in the course name.

From: [Natalie Hui](#)
To: [Lisa Colon Durham](#)
Subject: FW: 2021 Negotiated Rulemaking -
Date: Thursday, July 29, 2021 3:56:02 PM

Natalie Hui
 Management Assistant
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From: Elena Stamm <kbennett@sde.idaho.gov>
Sent: Thursday, July 29, 2021 2:51 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

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Name	Elena Stamm
Email	elena.stamm@boiseschools.org
Please select	Standards for Certification and Endorsements
Comments	<p>First, thank you for considering our diverse backgrounds and professional credentials.</p> <p>-Please add "or higher" after master's level for audiologists. For more than 10 years, institutions have NOT awarded master's degrees as they are no longer deemed sufficient to practice. Veterans are grandfathered in, but the doctoral level is all that exists (most of us have an Au.D. with a clinical emphasis but a Ph.D. in audiology is also an option).</p> <p>-Please consider wording to the effect of, "Valid for 5 years. Renewal may be demonstrated by CCC, state licensure, and/or 6 semester hours." It would give educational audiologists the most flexibility (at least one educational audiologist in Idaho is also an SLP and works with her time shared between two professional roles).</p> <p>Thank you!</p>

From: [Natalie Hui](#)
To: [Lisa Colon Durham](#)
Subject: FW: Proposed Administrative Rules, 2021 -
Date: Wednesday, August 4, 2021 12:38:20 PM

Natalie Hui
 Management Assistant
 Idaho State Department of Education
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From: Emma Wood <kbennett@sde.idaho.gov>
Sent: Wednesday, August 4, 2021 9:32 AM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: Proposed Administrative Rules, 2021 -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	Emma Wood
Email	woodemma@isu.edu
Please select	Standards for Certification and Endorsements
Comments	<p>I wholeheartedly appreciate the work to reduce the redundancies, especially in the standards and IDAPA and bring these elements into aligned consistency. It makes it easier to explain the process to future teachers when it is consistent.</p> <p>This is what I've been considering as I've participated in the process this past year: What problems are we trying to solve? Are we really solving the problem? What are the unintended consequences?</p> <p>With the recent legislative decision statue 33-1203a or 33-1207a to change the accountability of non-traditional programs (e.g. AACTE) and private institutions (e.g. BYU-I), I have wrestled with the new minimum standard. I still believe that ALL preparation programs need to be held to the same minimum standard. There is an extra</p>

burden placed on public institutions for CAEP accreditation, however, I recognize the benefit of maintaining CAEP as it allows our completers to transfer their certificates to other states.

I wonder if additional time outlining some of the consequences for completers ought to be discussed again with the private institutions.

One thing I have found helpful in discussions is creating a decision tree for different scenarios that we have encountered. While it might not catch every nuance available, it does help apply the process with clarity and consistency.

I recognize from discussions with individuals from other institutions and program types there is not a consensus of what minimum standards ought to be. I do support high expectations and a clear review process with designated pilot/review periods, much like each EPP undergoes every 7 years to ensure we are meeting the needs of the EPP, the completers, and ultimately, our P-12 students.

Thank you for providing a venue to express my thoughts.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

SUBJECT

Proposed Rule, Docket 08-0203-2101 – Rules Governing Thoroughness

REFERENCE

August 31, 2017	Board approved proposed rule incorporating additional career technical content standards into Administrative Code.
November 2017	Board approved pending rule incorporating career technical content standards into Administrative Code.
August 2018	Board approved proposed rule Docket 08-0203-1804, incorporating career technical content standards into Administrative Code.
November 2018	Board approved pending rule Docket 08-0203-1804, incorporating career technical content standards into Administrative Code.
August 2019	Board approved content standards and proposed rule incorporating additional these career technical content standards into Administrative Code.
June 2021	Board approved omnibus temporary rule, Docket 08-0000-2100 reauthorizing all non-fee administrative rules in IDAPA 08.

APPLICABLE STATUTES, RULE OR POLICY

Section 33-118, Idaho Code, Section 33-1612, Idaho Code, Section 33-2211, Idaho Code
Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness
Executive Order 2020-01

BACKGROUND/DISCUSSION

Executive Order 2020-01, Zero Based Regulations, creates an ongoing review process for all existing rules as of June 30, 2020. Each rule chapter is required to be reviewed by the agency that promulgated the rule according to a schedule established by the Division of Financial Management (DFM) no later than legislative adjournment *sine die* in 2026. The agency review schedule is required to be staggered across agencies and within agencies with five or more rule chapters. Administrative rules promulgated under the Board's authority include IDAPA 08, IDAPA 55, and IDAPA 47. The Board's administrative rules review schedule may be found at www.dfm.idaho.gov (<https://dfm.idaho.gov/about/RegulatoryDocs/ZBR%20Rule%20Review%205%20Year%20Schedule%205.20.2021.pdf>). For the 2021-2022 rulemaking cycle the following rules were identified for review, IDAPA 08.01.02, 08.01.10 and 08.02.03. DFM and the State Office of Administrative Rules have enacted, starting with the current year, new procedures requiring any rulemaking within a chapter to be consolidated in a single Docket. In past years the Board could consider multiple rule Dockets from the same IDAPA chapter in different dockets, based on each subject contained in that chapter. As an example, in the past the Board could

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

consider a Docket amending IDAPA 08.02.01.100 and a separate Docket with amendments to IDAPA 08.02.01.800. Now all amendments to IDAPA 08.02.01 must be consolidated in a single Docket for IDAPA 08.02.01.

The Zero Based Regulations process requires the Board review each IDAPA chapter on a schedule set by DFM, over a five year period, and remove any unnecessary language that duplicates language or provisions in Idaho Code; remove any unnecessary language (e.g. orphaned definitions, redundant language, etc.); move any agency procedures or provisions that can be established through the agencies' policies and procedures; and to simplify and streamline where possible.

In addition to the "normal" promulgation of administrative rule amendments and the requirements of Executive Order 2020-01, the Legislature failed to extend previously codified rules during the 2021 legislative session. This resulted in the need for the Board to promulgate temporary rules reauthorizing previously codified sections of administrative rule at the June Regular Board meeting. When the Board considers pending rules in the fall, rule amendments promulgated through the negotiated rulemaking process will be combined with pending rules for the other sections of administrative rules that need to be reauthorized.

Representatives of the Idaho Technology Council, K-20 Computational Thinking Work Group, Department of Education, Division of Career Technical Education, Public Charter School Commission, stakeholder organizations, Boise School District and Idaho Digital Learning Academy participated in the negotiated rulemaking meetings. As part of the Governor's Zero Based Regulations initiative the group reviewed the entire rule chapter, IDAPA 08.02.03. Specific areas of discussion included general graduation requirements, guided pathways, career technical education specific graduation requirements, math graduation requirements, career exploration courses, computer science as a graduation requirement and math and science credit requirements. Additionally, the Department of Education's Director of Assessment requested an update to the WIDA English Language Development standards. The WIDA standards have been incorporated by reference into this chapter of rule since 2012. If approved, this update would update the incorporated by reference document from the 2012 standards to the 2020 standards.

There was consensus around all of the proposed amendments. The group expressed a desire to maintain the current mathematics credit requirements. Removing the senior year math requirement was specifically discussed. The consensus of the group was that removing the requirement would lower the bar and be a step backwards from where Idaho's graduation requirements are today. The math and science requirements were also discussed in relation to students pursuing career technical education pathway programs. The group felt the current math and science requirements allowed for flexibility in the type of math that was

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

taken, as well as covering a minimum of what a student would need to know if pursuing a technical or two year postsecondary certificate or degree.

There was a request that the Board consider adding a specific high school graduation requirement in computer science. While there was a recognition that computer science requirement would help modernize Idaho's graduation requirements, there was concern that if a credit requirement were added it would take away from students' ability to take elective courses, humanities, and social studies courses. The group came to consensus around adding computer science as a subject area to the science credit requirements.

Proposed amendments include:

- Removing the career technical education content standards from the incorporated by reference documents;
- Adding more specificity around instruction in career exploration at the middle school level;
- Updating the WIDA English Language Development Standards;
- Adding computer science to the list of high school science courses;
- Removing the college entrance exam from the high school graduation requirements while maintaining the assessment as one of the required assessments schools must administer annually;
- Moving the administration of the high school from 10th to ISAT to 11th grade;
- Moving the Data College and Unique Identifier sections to IDAPA 08.02.01. Rules Governing Administration; and
- Additional administrative clean up.

IMPACT

The approval of this proposed rule will allow the rule to be published in the Administrative Bulletin, at which time the 21-day public comment period will start.

ATTACHMENTS

Attachment 1 – Proposed Rule, Docket Number 08-0203-2101

Attachment 2 – WIDA English Language Development Standards 2020

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Formal negotiated rulemaking requires a notice of intent to promulgate rules. The notice of intent for Docket 08-0203-2101 was published in the July 7, 2021 Administrative Bulletin. The deadline published in the Notice of Intent for requesting participation in the negotiated rulemaking was July 14, 2021. Negotiated meetings were held the week of August 2nd. Negotiated rulemaking provides the opportunity for the public to participate in the drafting of proposed rules prior to the rules coming to the Board of consideration. In addition to being published in the Administrative Bulletin, an email was sent to education stakeholders notifying them of the intent to promulgate amendments to this section of rule. Proposed rules approved by the Board are published in the Administrative Bulletin followed by a 21 day public comment period. At the close of the 21 day

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

comment period rules are returned to the Board for consideration as a pending rule. Pending rules approved by the Board are submitted to the Legislature for consideration during the upcoming legislative session. The Legislature may accept or reject all or a portion of the rules presented for consideration. Those rules that are not rejected become effective at the end of the legislative session in which they are submitted.

Staff recommends approval.

BOARD ACTION

I move to approve the WIDA English Language Development Standards as provided in Attachment 2.

Moved by_____ Seconded by_____ Carried Yes____ No____

I move to approve the proposed rule docket number 08-0203-2101, as submitted in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

08.02.03 – RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.

All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate.
(7-1-21)T

001. SCOPE.

These rules shall govern the thorough education of all public school students in Idaho. (7-1-21)T

002. -- 003. (RESERVED)

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule: (7-1-21)T

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>. (7-1-21)T

- a.** Arts and Humanities Categories: (7-1-21)T
 - i. Dance, as revised and adopted on August 11, 2016; (7-1-21)T
 - ii. Interdisciplinary Humanities, as revised and adopted on August 11, 2016; (7-1-21)T
 - iii. Media Arts, as adopted on August 11, 2016. (7-1-21)T
 - iv. Music, as revised and adopted on August 11, 2016; (7-1-21)T
 - v. Theater, as revised and adopted on August 11, 2016; (7-1-21)T
 - vi. Visual Arts, as revised and adopted on August 11, 2016; (7-1-21)T
 - vii. World languages, as revised and adopted on August 11, 2016. (7-1-21)T
- b.** Computer Science, adopted on November 28, 2016. (7-1-21)T
- c.** Driver Education, as revised and adopted on August 10, 2017. (7-1-21)T
- d.** English Language Arts/Literacy, as revised and adopted on November 28, 2016. (7-1-21)T
- e.** Health, as revised and adopted on August 11, 2016. (7-1-21)T
- f.** Information and Communication Technology, as revised and adopted on August 10, 2017. (7-1-21)T
- g.** Limited English Proficiency, as revised and adopted on August 21, 2008. (7-1-21)T
- h.** Mathematics, as revised and adopted on August 11, 2016. (7-1-21)T

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

- i. Physical Education, as revised and adopted on August 11, 2016. (7-1-21)T
 - j. Science, as revised and adopted on August 10, 2017. (7-1-21)T
 - k. Social Studies, as revised and adopted on November 28, 2016. (7-1-21)T
 - l. College and Career Readiness Competencies adopted on June 15, 2017. (7-1-21)T
 - ~~m. Career Technical Education Categories: (7-1-21)T~~
 - ~~i. Agricultural and Natural Resources, as revised and adopted on August 29, 2019. (7-1-21)T~~
 - ~~ii. Business and Marketing Education, as revised and adopted on August 29, 2019. (7-1-21)T~~
 - ~~iii. Engineering and Technology Education, as revised and adopted on August 29, 2019. (7-1-21)T~~
 - ~~iv. Health Sciences, as adopted on August 29, 2019. (7-1-21)T~~
 - ~~v. Family and Consumer Sciences, as revised and adopted on August 16, 2018. (7-1-21)T~~
 - ~~vi. Skilled and Technical Sciences, as revised and adopted on August 29, 2019. (7-1-21)T~~
 - ~~vii. Workplace Readiness, as adopted on June 16, 2016. (7-1-21)T~~
- 02. The English Language Development (ELD) Standards.** The ~~World-Class Instructional Design and Assessment (WIDA) 2012-2020~~ English Language Development (ELD) Standards statements as adopted by the State Board of Education on August ~~16, 2012~~26, 2021. Copies of the document can be found ~~on the WIDA website at www.wida.us/standards/eld.aspx~~ <https://wida.wisc.edu>. (7-1-21)T
- 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>. (7-1-21)T
- 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>. (7-1-21)T
- 05. The Idaho Content Standards Core Content Connectors.** The Idaho Content Standards Core Content Connectors as adopted by the State Board of Education. Copies of the document can be found at the State Board of Education website at <https://boardofed.idaho.gov>. (7-1-21)T
- a. English Language Arts, as adopted by the State Board of Education on August 10, 2017. (7-1-21)T
 - b. Mathematics, as adopted by the State Board of Education on August 10, 2017. (7-1-21)T
 - c. Science, as adopted by the State Board of Education on June 19, 2019. (7-1-21)T
- 06. The Idaho Alternate Assessment Achievement Standards.** Alternate Assessment Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (7-1-21)T
- 07. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (7-1-21)T

08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (7-1-21)T

09. The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the State Board of Education on October 17, 2018. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (7-1-21)T

005. -- 006. (RESERVED)

007. DEFINITIONS A - G.

01. Achievement Standards. Define “below basic,” “basic,” “proficient,” and “advanced” achievement levels on the Idaho Standards Achievement Tests (ISAT) and level one (1) through level six (6) on Idaho’s English language assessment by setting scale score cut points. These cut scores are paired with descriptions of how well students are mastering the material in the content standards. These descriptions are called performance level descriptors or PLDs, and are provided by performance level, by content area, and by grade. (7-1-21)T

02. Advanced Opportunities. Placement courses, Dual Credit courses, Technical Competency Credit, or International Baccalaureate programs. (7-1-21)T

03. Advanced Placement® (AP) - College Board. The Advanced Placement Program is administered by the College Board at <http://www.collegeboard.com>. AP students may take one (1) or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students can earn college credit by scoring well on the national exams. It is up to the discretion of the receiving college to accept the scores from the AP exams to award college credit or advanced standing. (7-1-21)T

04. All Students. All public school students, grades K-12. (7-1-21)T

05. Assessment. The process of quantifying, describing, or gathering information about skills, knowledge or performance. (7-1-21)T

06. Assessment Standards. Statements setting forth guidelines for evaluating student work, as in the “Standards for the Assessment of Reading and Writing.” (7-1-21)T

07. Career Technical Education. Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the baccalaureate level. (7-1-21)T

08. College and Career Readiness. College and career readiness is the attainment and demonstration of state board adopted competencies that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace. (7-1-21)T

09. Content Standards. Describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. (7-1-21)T

10. Criteria. Guidelines, rules or principles by which student responses, products, or performances, are judged. What is valued and expected in the student performance, when written down and used in assessment, become rubrics or scoring guides. (7-1-21)T

11. Diploma. A document awarded to a student by a secondary school to show the student has successfully completed the state and local education agency graduation requirements. Diplomas may be awarded to individuals who attended a secondary school prior to the year in which the student is requesting issuance of a diploma

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

based on the graduation requirements in existence at the time the student attended. Determination of meeting past graduation requirements may be determined based on proficiency as determined by the local education agency. Each local education agency may determine the format of the diploma, including the recognition of emphasis areas based on a student's completion of courses or courses or studies in an emphasis area or educational pathways, including but not limited to science, technology, engineering and math (STEM), career technical education, or arts and music. (7-1-21)T

12. Dual Credit. Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus. (7-1-21)T

008. DEFINITIONS H - S.

01. Idaho Standards Achievement Tests. Statewide assessments aligned to the state content standards and used to measure a student's knowledge of the applicable content standards. (7-1-21)T

02. International Baccalaureate (IB) - Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college credit. Successful completion of the full course of study leads to an IB diploma. (7-1-21)T

03. Laboratory. A laboratory course is defined as one in which at least one (1) class period each week is devoted to providing students with the opportunity to manipulate equipment, materials, specimens or develop skills in observation and analysis and discover, demonstrate, illustrate or test scientific principles or concepts. (7-1-21)T

04. Learning Plan. The plan that outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academic, career technical education (CTE), or humanities aligned with the student's post-graduation goals. (7-1-21)T

05. Portfolio. A collection of materials that documents and demonstrates a student's academic and work-based learning. Although there is no standard format for a portfolio, it typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes. (7-1-21)T

06. Project Based Learning. A hands-on approach to learning that encourages students to create/interpret/communicate an original work or project and assesses quality and success of learning through performance/presentation/production of that work or project. (7-1-21)T

07. Proficiency. Having or demonstrating a high degree of knowledge or skill in a particular area. (7-1-21)T

08. Standards. Statements about what is valued in a given field, such as English language arts, and/or descriptions of what is considered quality work. See content standards, assessment standards, and achievement standards. (7-1-21)T

009. DEFINITIONS T - Z.

01. Technical Competency Credit. Technical competency credit is a sequenced program of study that allows secondary students to document proficiency in the skills and abilities they develop in approved high school career technical programs to be evaluated for postsecondary transcription at a later date. Technical Competency Credits are awarded for skills and competencies identified as eligible through an agreement with at least one Idaho

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

postsecondary institution. Eligible skills and competencies are included as part of a high school career technical program and approved by the postsecondary institution through the agreement in advance to student participation. Credits are granted by the postsecondary institution for which the agreement is with and are transcribed at the time the student enrolls at the postsecondary institution. (7-1-21)T

02. Technology Education. A curriculum for elementary, middle, and senior high schools that integrates learning about technology (e.g., transportation, materials, communication, manufacturing, power and energy, and biotechnology) with problem-solving projects that require students to work in teams. Many technology education classrooms and laboratories are well equipped with computers, basic hand tools, simple robots, electronic devices, and other resources found in most communities today. (7-1-21)T

04. Unique Student Identifier. A number issued and assigned by the State Department of Education to each student currently enrolled or who will be enrolled in an Idaho local education agency to obtain data. (7-1-21)T

010. – 101. (RESERVED)

102. INSTRUCTIONAL REQUIREMENTS.

01. Instruction and Programs. All schools will deliver a core of instruction and advisement programs (see Section 108, Guidance Programs) for each student in elementary schools, middle schools/junior high and high schools. (7-1-21)T

02. Standards. All students will meet standards established locally (at a minimum, the standards of the state) through rigorous accountability, which includes challenging examinations, demonstrations of achievement, and other appropriate tests and measures. (7-1-21)T

103. INSTRUCTION GRADES 1-12.

01. Instruction. Instruction is inclusive of subject matter, content and course offerings. Patterns of instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum.* (*This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities.) (7-1-21)T

02. Instructional Courses. At appropriate grade levels, instruction will include but not be limited to the following: (7-1-21)T

a. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening, and, in elementary schools, cursive writing. (7-1-21)T

b. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability. (7-1-21)T

c. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (7-1-21)T

d. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. (7-1-21)T

104. OTHER REQUIRED INSTRUCTION.

Other required instruction for all students and other required offerings of the school are: (7-1-21)T

01. Elementary Schools. (7-1-21)T

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

a. The following section outlines other information required for all elementary students, as well as other required offerings of the school:

Fine Arts (art and music)
Health (wellness)
Physical Education (fitness) (7-1-21)T

b. Additional instructional options as determined by the local school district. For example:

Languages other than English
Career Awareness (7-1-21)T

02. Middle Schools/Junior High Schools. (7-1-21)T

a. No later than the end of Grade eight (8) each student shall develop parent-approved student learning plans for their high school and post-high school options. The learning plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the state and school district's or LEA's graduation standards in preparation for postsecondary goals. The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (7-1-21)T

b. A student must have met the grade eight (8) mathematics standards before the student will be permitted to enter grade nine (9). (7-1-21)T

c. Other required instruction for all middle school students:

Career exploration
Health (wellness)
Physical Education (fitness) (7-1-21)T

d. Other required offerings of the school:

Family and Consumer Science
Fine and Performing Arts
Career Technical Education
Advisory Period (middle school only, encouraged in junior high school) (7-1-21)T

03. High Schools. (7-1-21)T

a. High schools must offer a wide variety of courses to satisfy state and local graduation requirements. High schools are required to provide instructional offerings in Physical Education (fitness) and Career Technical Education and the instruction necessary to assure students are college and career ready at the time of graduation. (7-1-21)T

b. High schools will annually review and update with the student the parent-approved student learning plans outlined in Subsection 104.02.a. (7-1-21)T

105. HIGH SCHOOL GRADUATION REQUIREMENTS.

A student must meet all of the requirements identified in this section before the student will be eligible to graduate

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (7-1-21)T

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (7-1-21)T

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (7-1-21)T

b. Mastery. Notwithstanding the credit definition of Subsection 105.01.a., a student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (7-1-21)T

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (7-1-21)T

d. Mathematics. Six (6) credits are required. Secondary mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and quantitative reasoning. Dual credit engineering and computer science courses aligned to the state standards for grades nine (9) through (12), including AP Computer Science and dual credit computer Science courses may also be counted as a mathematics credit ~~if the student has completed Algebra II (or equivalent integrated mathematics) standards.~~ Students who choose to take computer science and dual credit engineering courses may not concurrently count such courses as both a mathematics and science credit for the same course. (7-1-21)T

i. Students must complete secondary mathematics in the following areas: (7-1-21)T

(1) Two (2) credits of Algebra I, Algebra I level equivalent Integrated Mathematics or courses that meet the High School Algebra Content Standards; (7-1-21)T

(2) Two (2) credits of Geometry, Geometry level equivalent Integrated Mathematics, or courses that meet the Idaho High School Geometry Content Standards; and (7-1-21)T

(3) Two (2) credits of mathematics of the student's choice. (7-1-21)T

ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than mathematics are not required to retake a mathematics course as long as they have earned six (6) credits of high school level mathematics. (7-1-21)T

iii. Students who have completed six (6) or more high school credits of mathematics prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking mathematics during their last year of high school. High School mathematics credits completed in middle school shall count for the purposes of this section. (7-1-21)T

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

iv. Students who earn eight (8) or more high school credits of mathematics that include Algebra II or higher level of mathematics class before the student's senior year are not required to take mathematics during their last year of high school. High school mathematics credits earned in middle school shall count for the purposes of this section. (7-1-21)T

e. Science. Six (6) credits are required; ~~four (4)~~two (2) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, ~~and~~ life sciences and computer science. (7-1-21)T

~~i. Up to two (2) credits in Dual credit engineering and computer science courses aligned to the state standards for grades nine (9) through (12), including AP Computer Science, Dual Credit Computer Science may be used as science credits. Students who choose to take computer science and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit. (7-1-21)T~~

ii. Secondary sciences include instruction in the following areas: biology, computer science, physical science or chemistry, and earth, space, environment, or approved applied science. ~~Four (4) credits of these courses must be laboratory based. (7-1-21)T~~

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (7-1-21)T

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. (7-1-21)T

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (7-1-21)T

i. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the Physical Education Content Standards in a format provided by the school district. (7-1-21)T

02. Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (7-1-21)T

~~**03. College Entrance Examination.** (Effective for all public school students who enter grade nine (9) in Fall 2012 or later.) (7-1-21)T~~

~~a. A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: SAT or ACT. Students who participated in the Compass assessment prior to its final administration may also use the Compass to meet this requirement. Students receiving special education services through a current Individualized Education Plan (IEP) may utilize the ACCUPLACER placement exam in lieu of the SAT or ACT. (7-1-21)T~~

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

~~_____ b. _____ A student who misses the statewide administration of the college exam during the student's grade eleven (11) for one (1) of the following reasons, may take the examination during their grade twelve (12) to meet this requirement: (7-1-21)T~~

~~_____ i. _____ Transferred to an Idaho school district during grade eleven (11) and has not previously participated in one of the allowed college entrance exams outlined in Subsection 03.a; (7-1-21)T~~

~~_____ ii. _____ Was homeschooled during grade eleven (11) and is enrolled in an Idaho high school as a diploma seeking student; or (7-1-21)T~~

~~_____ iii. _____ Missed the spring statewide administration of the college entrance exam dates for documented medical reasons. (7-1-21)T~~

~~_____ c. _____ A student may elect an exemption in from the college entrance exam requirement if the student is: (7-1-21)T~~

~~_____ i. _____ Receiving special education services through a current Individual Education Plan (IEP) that specifies the student meets the alternate assessment eligibility criteria; (7-1-21)T~~

~~_____ ii. _____ Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or (7-1-21)T~~

~~_____ iii. _____ Transferring from out of state to an Idaho high school in grade twelve (12). (7-1-21)T~~

~~_____ d. _____ A school district, on behalf of a student, on a form established by the State Department of Education, may submit an appeal application requesting the Superintendent of Public Instruction or their designee consider another college entrance exam or college placement exam to fulfill this requirement, or exempt the student due to extenuating circumstances. (7-1-21)T~~

04. Senior Project. The senior project is a culminating project to show a student's ability to analyze, synthesize, and evaluate information and communicate that knowledge and understanding. A student must complete a senior project by the end of grade twelve (12). Senior projects may be multi-year projects, group or individual projects, or approved pre-internship or school to work internship programs, at the discretion of the school district or charter school. The project must include elements of research, development of a thesis using experiential learning or integrated project based learning experiences and presentation of the project outcome. Additional requirements for a senior project are at the discretion of the local school district or LEA. Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to meet this requirement. (7-1-21)T

05. Civics and Government Proficiency. Pursuant to Section 33-1602, Idaho Code, each LEA may establish an alternate path for determining if a student has met the state civics and government content standards. Alternate paths are open to all students in grades seven (7) through twelve (12.) Any student who has been determined proficient in the state civics and government content standards either through the completion of the civics test or an alternate path shall have it noted on the student's high school transcript. (7-1-21)T

06. Middle School. A student will have met the high school content and credit area requirement for any high school course if the requirements outlined in Subsections 105.06.a. through 105.06.c. of this rule are met. (7-1-21)T

a. The student completes such course with a grade of C or higher before entering grade nine (9); (7-1-21)T

b. The course meets the same content standards that are required in high school for the same course; and (7-1-21)T

c. The course is taught by a teacher properly certified to teach high school content and who meets the federal definition of highly qualified for the course being taught. (7-1-21)T

d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. Notwithstanding this requirement, the student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.06.a. through 105.06.b. of this rule. (7-1-21)T

07. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (7-1-21)T

08. Foreign Exchange Students. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (7-1-21)T

106. ADVANCED OPPORTUNITIES.

01. Advanced Opportunities Requirement. All high schools in Idaho shall be required to provide Advanced Opportunities, as defined in Section 007, or provide opportunities for students to take courses at the postsecondary campus. (7-1-21)T

02. Advanced Opportunities Early Graduation Scholarship Funding (Effective July 1, 2016). (7-1-21)T

a. Scholarship Calculation. (7-1-21)T

i. The statewide average daily attendance-driven funding per enrolled pupil shall be calculated by adding the previous fiscal year's statewide distributions for salary-based apportionment, benefit apportionment and discretionary funds, and dividing the total by the previous year's statewide public school enrollment for all grades. (7-1-21)T

ii. The statewide average daily attendance-driven funding per enrolled pupil shall be recalculated each fiscal year. (7-1-21)T

iii. All benefits paid for scholarships and to public schools shall be based on the statewide average daily attendance-driven funding per enrolled pupil figure for the fiscal year in which the benefit is paid. (7-1-21)T

b. Payments to Idaho Colleges and Universities. (7-1-21)T

i. Annual scholarship payments will be made in one (1) installment during the first semester in which the student is enrolled, regardless of the number of years early the student graduated. Proof of enrollment in an Idaho public college or university must be obtained before any scholarship payment is made. (7-1-21)T

ii. The State Department of Education will be responsible for making payments to the Idaho public colleges and universities attended by eligible students. The payments must be made no later than August 30 for the fall semester and January 30 for the spring semester. (7-1-21)T

c. Payments to Public Schools. (7-1-21)T

i. Public schools shall report to the State Department of Education, no later than June 15 of each school year, students who have graduated early. (7-1-21)T

ii. The State Department of Education will make a single annual payment to public schools no later than October 1 of each year for all early graduates who are not attending the public school that school year as a result of early graduation. (7-1-21)T

107. MIDDLE LEVEL CREDIT SYSTEM.

A school district or LEA must implement a credit system no later than grade seven (7) that includes components that address the credit requirements, credit recovery, alternate mechanisms and attendance. The local school district or LEA may establish credit requirements beyond the state minimum. (7-1-21)T

01. Credit Requirements. ~~Each district or LEA credit system shall require students to attain a minimum of eighty percent (80%) of the total credits attempted before the student will be eligible for promotion to the next grade level.~~ Each district or LEA credit system shall require a student to attain, at a minimum, a portion of the total credits attempted in each area in which credits are attempted except for areas in which instruction is less than a school year before the student will be eligible for promotion to the next grade level. (7-1-21)T

02. Credit Recovery. A student who does not meet the minimum requirements of the credit system shall be given an opportunity to recover credits or complete an alternate mechanism in order to become eligible for promotion to next grade level. (7-1-21)T

03. Alternate Mechanism. A school district or LEA may establish an alternate mechanism to determine eligibility for grade level promotion. The alternate mechanism shall require a student to demonstrate proficiency of the appropriate content standards. All locally established mechanisms used to demonstrate proficiency will be forwarded to the State Department of Education. Alternate mechanisms must be re-submitted to the Department when changes are made to the mechanism. (7-1-21)T

04. Attendance. Attendance shall be an element included in the credit system, alternate mechanism or both. (7-1-21)T

05. Special Education Students. The Individualized Education Program (IEP) team for a student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act may, establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level. (7-1-21)T

06. Limited English Proficient (LEP) Students. The Educational Learning Plan (ELP) team for a Limited English Proficient (LEP) students, as defined in Subsection 112.05.g.iv., may establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level. (7-1-21)T

108. GUIDANCE PROGRAMS (SECTION 33-1212, IDAHO CODE).

In each Idaho school, a comprehensive guidance program will be provided as an integral part of the educational program. A comprehensive guidance and counseling program includes these elements: (7-1-21)T

01. Guidance. A guidance curriculum that identifies knowledge and skills to be attained by all students at various stages of their development and provides appropriate activities for their achievement. (7-1-21)T

02. Individual Planning. Individualized planning with students and their parents in each of these domains: personal/social development, educational development, and career development. (7-1-21)T

03. Response Services of Counseling, Consultation, and Referral. (7-1-21)T

04. System Support Functions That Promote Effective Delivery of Guidance Services. (7-1-21)T

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

109. SPECIAL EDUCATION.

01. Definitions. The following definitions apply only to Section 109 of these rules. (7-1-21)T

a. Adult Student. A student who is eligible for special education, is eighteen (18) years of age or older and to whom special education rights have transferred. (7-1-21)T

b. Due Process Hearing. An administrative hearing that is conducted to resolve disputes. (7-1-21)T

i. Regular due process hearing regarding issues on any matter related to identification, evaluation, placement, or the provision of a free appropriate public education. (7-1-21)T

ii. For disputes concerning discipline for which shortened time lines are in effect, an expedited due process hearing may be requested in accordance with the Individuals with Disabilities Education Act. (7-1-21)T

c. Education Agency. Each school district and other public agency that is responsible for providing special education and related services to students with disabilities, including the Department of Juvenile Corrections and the Idaho School for the Deaf and Blind. (7-1-21)T

d. Idaho Special Education Manual. Policies and procedures, as approved by the State Board of Education, that the State Department of Education is required to adopt to meet the eligibility requirements of 20 U.S.C. Section 1412 and are consistent with state and federal laws, rules, regulations, and legal requirements. (7-1-21)T

e. Special Education. Specially designed instruction as defined by the Individuals with Disabilities Education Act or speech-language pathology services to meet the unique needs of a special education student. (7-1-21)T

02. Legal Compliance. The State Department of Education and education agencies shall comply with all governing special education requirements. (7-1-21)T

a. The Board of Trustees or other comparable governing body of each education agency shall adopt policies and procedures for providing special education services and obtain approval from the State Department of Education for the same. Department approval shall be based on current governing special education requirements. Each education agency shall revise its policies and procedures as necessary to conform with changes in governing special education requirements. (7-1-21)T

b. The State Department of Education shall provide education agencies with a sample set of policies and procedures that is consistent with governing special education requirements. The Department shall monitor all education agencies and private agencies who provide special education services to students with disabilities for compliance with governing special education requirements and adopted policies and procedures. (7-1-21)T

c. Each education agency shall ensure that charter schools and alternative schools located in its jurisdiction have nondiscriminatory enrollment practices. Each education agency shall ensure the provision of special education and related services to eligible students enrolled in charter and alternative schools in accordance with governing special education requirements. (7-1-21)T

d. Each education agency contracting with a private school or facility shall ensure that the private school or facility is approved by the State Department of Education to provide special education services. The Department may approve a private school or facility to provide special education services upon application to the Department if it: (7-1-21)T

i. Is an accredited school or a licensed rehabilitation center; and (7-1-21)T

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

- ii. Meets minimum health, fire and safety standards; and (7-1-21)T
- iii. Is nonsectarian; and (7-1-21)T
- iv. Provides special education services consistent with governing special education requirements. (7-1-21)T
- v. Any private school or facility aggrieved by the Department's final decision may appeal that decision to the State Board of Education. (7-1-21)T

e. Education agencies shall employ special education and related services professional personnel using certification standards approved by the State Board of Education or licensing standards adopted by the appropriate Idaho state licensing board. Education agencies shall employ individuals who meet the highest entry-level standard that applies to a specific discipline unless there is a shortage of fully qualified candidates for a specific position. If there is a shortage of fully qualified candidates, the education agency shall hire the most qualified individual available who is making satisfactory progress toward meeting the highest entry-level standard within three (3) years. (7-1-21)T

f. Education agencies may employ paraprofessional personnel to assist in the provision of special education and related services to students with disabilities if they meet standards established by the State Department of Education. (7-1-21)T

g. Education agencies shall collect and report data as necessary to meet state and federal requirements concerning special education services, staff or students. Education agencies shall develop, implement and revise district improvement plans as necessary to improve results as measured by data on goals and indicators for the performance of special education students that are established by the State Department of Education in accordance with the Individuals with Disabilities Education Act. (7-1-21)T

h. Education agencies shall establish a team process to problem solve and plan general education interventions to ensure that referrals to special education are appropriate. (7-1-21)T

03. Eligibility for Special Education. The State Department of Education shall provide state eligibility criteria for special education services for categorical eligibility consistent with the Individuals with Disabilities Education Act. Education agencies shall consider eligibility under all disability categories set forth in the Idaho Special Education Manual with the exception of developmental delay, which is an optional category. If an education agency elects to use the developmental delay category, it shall consider developmental delay for students ages three (3) through nine (9) using the eligibility criteria adopted by the Department and set forth in the Idaho Special Education Manual. The total timeline from the date of receipt of written parental consent for an initial evaluation to the date of determination of eligibility for special education and related services must not exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days, unless all parties agree to an extension. (7-1-21)T

04. Individualized Education Programs. Each education agency shall develop an individualized education program (IEP) for each student who is eligible for special education. The IEP shall be implemented as soon as possible after it is developed. The total timeline from the determination that the student needs special education and related services to the date of implementation of the initial IEP shall not exceed thirty (30) calendar days. A new IEP shall be developed at least annually, on or before the date the previous IEP was developed. (7-1-21)T

a. IEP team meetings shall be convened upon reasonable request of any IEP team member at times other than the annual review. If the education agency refuses to convene an IEP team meeting requested by a parent or adult student, the agency shall provide written notice of the refusal. (7-1-21)T

b. Education agencies shall document the attendance of all participants at each IEP team meeting. Any participant who does not agree with an IEP team decision regarding a student's educational program may place a minority report in that student's file. A minority report shall not prevent implementation of an IEP team decision. (7-1-21)T

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

c. The IEP team shall determine the student's placement in the least restrictive environment. (7-1-21)T

d. At the discretion of the education agency, an individualized family service plan (IFSP) may be used in place of an IEP if: (7-1-21)T

i. The child is ages three (3) through five (5), and (7-1-21)T

ii. The child's parents are provided with a detailed explanation of the differences between an IFSP and an IEP, and (7-1-21)T

iii. The child's parents provide written consent to use the IFSP, and (7-1-21)T

iv. The IFSP is developed in accordance with IDEA Part B policies and procedures. (7-1-21)T

v. Nothing in this part requires education agencies to develop IFSPs rather than IEPs for three (3) through five (5) year old nor to implement more than the educational components of the IFSP. (7-1-21)T

e. When a student who has been determined eligible for special education, as indicated by a current IEP, transfers from one (1) Idaho education agency to another, the student is entitled to continue to receive special education services. The receiving education agency may accept and implement the existing IEP or may convene an IEP team meeting to develop a new IEP. If a new IEP cannot be developed within five (5) school days, or if the education agency wishes to re-evaluate the child, an interim (short-term) IEP shall be implemented pending development of the standard IEP. (7-1-21)T

f. If a student who is eligible for special education in another state transfers to an Idaho education agency, the Idaho education agency shall request a copy of the student's most recent eligibility documentation and IEP within two (2) school days. Within five (5) school days of receipt of the eligibility documentation and IEP, the Idaho education agency shall determine if it will adopt the existing eligibility documentation and IEP. If the education agency disagrees with the existing eligibility documentation, or if the documentation is not available within a reasonable time period, consent for an initial assessment shall be sought. While the assessment and evaluation is in process, the education agency may implement an interim IEP if the parent or adult student agrees. If the parent or adult student does not agree to an interim IEP, the student shall be placed in general education. (7-1-21)T

05. Procedural Safeguards. Education agencies will use appropriate procedural safeguards consistent with the Individuals with Disabilities Education Act. (7-1-21)T

a. If a parent or adult student disagrees with an individualized education program (IEP) team's proposed IEP for the student, the parent or adult student may file a written objection to all or parts of the proposed IEP. If the written objection is emailed, postmarked or hand delivered within ten (10) calendar days of the date the parent or adult student receives written notice of the proposed IEP, the proposed change cannot be implemented for fifteen (15) calendar days, or as extended through mutual agreement by the district and the parent or adult student while the parties work to resolve the dispute. Parties may choose to hold additional IEP team meetings which may be facilitated by the State Department of Education (SDE) or request voluntary mediation through the SDE. If these methods fail or are refused, the proposed IEP shall be implemented after fifteen (15) calendar days unless a due process hearing is filed by the parents or adult student, during which time the student shall remain in the current educational placement during the pendency of any administrative or judicial proceeding, unless the district/adult student agree otherwise. The written objection cannot be used to prevent the education agency from placing a student in an interim alternative educational setting in accordance with IDEA discipline procedures, or to challenge an eligibility/identification determination. (7-1-21)T

b. Mediation may be requested by an education agency, parent, or adult student, or offered by the State Department of Education at any time. The Department shall screen all such requests to determine appropriateness. Any time a hearing is requested, the Department shall offer mediation using policies and requirements set forth in the

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

Individuals with Disabilities Education Act regulations. If the Department appoints a mediator, the Department shall be responsible for compensating the mediator. All mediation participants will receive a copy of the Notification of Mediation Confidentiality form. Attorney fees may not be awarded for a mediation that is conducted prior to a request for a due process hearing. (7-1-21)T

c. The State Department of Education shall administer a single-tiered due process hearing system to resolve disputes between education agencies and parents or adult students. When a due process hearing is requested, the superintendent, special education director, or other agency administrator shall inform the agency's board of trustees or other governing body of the request. The education agency shall immediately notify the Department's Director of Special Education of any request for a due process hearing. Within ten (10) calendar days of a written request for a regular hearing, or within five (5) business days of a written request for an expedited hearing, an impartial hearing officer shall be assigned by the Department. The Department shall maintain a list of trained hearing officers and their qualifications. (7-1-21)T

d. The education agency that is a party to the hearing shall be responsible for compensating the hearing officer and paying for the cost of a verbatim transcript of the hearing. (7-1-21)T

e. Due process hearings shall be conducted pursuant to IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General," Individuals with Disabilities Education Act requirements, and the Idaho Special Education Manual, incorporated by reference in Section 004 of this rule. In case of any conflict between the IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General" and the IDEA, the IDEA shall supersede the IDAPA 04.11.01, and IDAPA 04.11.01 shall supersede the Idaho Special Education Manual. (7-1-21)T

f. The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within forty-five (45) calendar days of the date a regular hearing is requested, unless a specific extension of this time line is requested by one (1) of the parties and granted by the hearing officer. The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within twenty (20) calendar days of a written request for an expedited hearing, unless a specific extension of this time line has been granted. An extension of the time line for an expedited hearing shall not exceed an additional twenty-five (25) calendar days, and may be granted only if requested by one (1) of the parties and agreed to by both parties. The decision shall be sent to the parent or adult student, the education agency administrator, their respective representatives, and the State Department of Education. (7-1-21)T

g. The hearing officer's decision shall be binding unless either party appeals the decision by initiating a civil action. The hearing officer's decision shall be implemented not later than fourteen (14) calendar days from the date of issuance unless an appeal is filed by a parent or adult student or the decision specifies a different implementation date. An appeal to civil court must be filed within forty-two (42) calendar days from the date of issuance of the hearing officer's decision. (7-1-21)T

h. During the hearing the education agency shall provide reasonable accommodations as required by federal and state regulations. Disputes concerning reasonable accommodations shall be referred to the U.S. Department of Education's Americans with Disabilities Act (ADA) Committee for resolution. (7-1-21)T

i. During the pendency of any due process hearing or civil appeal the child's educational placement shall be determined by the Individuals with Disabilities Education Act "stay put" requirements. (7-1-21)T

j. A parent or adult student has the right to an independent educational evaluation (IEE) at public expense if the parent or adult student disagrees with an evaluation obtained by the education agency. Whenever an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria the education agency uses when it initiates an evaluation, to the extent those criteria are consistent with the parent or adult student's right to an IEE. If an education agency has cost as one (1) of the criteria the education agency uses when it initiates an evaluation, the education agency may apply that criteria to independent educational evaluations. However, the parent or adult student has the right to demonstrate that unique circumstances justify an IEE that falls outside the education agency's cost criteria,

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

and if so demonstrated, that IEE shall be publicly funded. A due process hearing may be initiated by the education agency to determine if the evaluation conducted by the education agency is appropriate. If the final decision of a hearing officer, or civil court, if the hearing officer's decision is appealed, is that the evaluation conducted by the education agency is appropriate, the parent or adult student still has the right to an independent educational evaluation, but not at the education agency's expense. (7-1-21)T

k. Student records shall be managed in accordance with IDEA and Family and Educational Rights and Privacy Act regulations governing security, confidentiality, access, maintenance, destruction, inspection and amendment. (7-1-21)T

06. Assistive Technology Devices. Education agencies may hold a parent liable for the replacement or repair of an assistive technology device that is purchased or otherwise procured by the education agency if it is lost, stolen, or damaged due to negligence or misuse at home or in another setting outside of school time. (7-1-21)T

07. Diplomas and Graduation. School districts shall use a regular diploma for students who are eligible for special education at the completion of their secondary program. The transcript serves as a record of individual accomplishments, achievements, and courses completed. A modified or differentiated diploma or certificate may not be used for students who are eligible for special education unless the same diploma or certificate is granted to students without disabilities. If a student is not granted a regular high school diploma or if a regular high school diploma is granted for completing requirements that are not comparable to regular graduation requirements, a student who is eligible for special education is entitled to receive a free appropriate public education through the semester in which the student turns twenty-one (21) years of age or until the student completes requirements that are comparable to regular graduation requirements, whichever comes first. (7-1-21)T

08. Special Education Advisory Panel. The State Superintendent of Public Instruction shall appoint members to serve on the Special Education Advisory Panel. Panel members shall elect annually an individual to serve a one (1) year term as vice-chair followed by a one (1) year term as chair. (7-1-21)T

110. ALTERNATIVE SECONDARY PROGRAMS.

Alternative secondary programs are those that provide special instructional courses and offer special services to eligible at-risk youth to enable them to earn a high school diploma. Designated differences must be established between the alternative school programs and the regular secondary school programs. Alternative secondary school programs will include course offerings, teacher/pupil ratios and evidence of teaching strategies that are clearly designed to serve at-risk youth, pursuant to Section 33-1001, Idaho Code. (7-1-21)T

01. Instruction. Special instruction courses for at-risk youth enrolled in an alternative secondary program will include: (7-1-21)T

- a.** Core academic content that meets or exceeds minimum state standards; (7-1-21)T
- b.** A physical fitness and personal health component; (7-1-21)T
- c.** Career and technical education component approved by the state division of career technical education; (7-1-21)T
- d.** A personal finance, parenting, and child care component; and (7-1-21)T
- e.** A personal and career counseling component. (7-1-21)T

02. Graduation Credit. Graduation credit may be earned in the following areas: academic subjects, electives, and approved work-based learning experiences. Nonacademic courses, i.e., classroom and office aides do not qualify for credit unless they are approved work-based learning experiences. (7-1-21)T

03. Special Services. Special services for at-risk youth enrolled in alternative secondary programs include the following where appropriate: (7-1-21)T

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

- a.** A day care center when enrollees are also parents. This center should be staffed by a qualified child care provider. (7-1-21)T
- b.** Direct social services that may include officers of the court, social workers, counselors/psychologists. (7-1-21)T
- c.** All services in accordance with the student's Individualized Education Program. (7-1-21)T

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. (7-1-21)T

- 02. Purposes.** The purpose of assessment in the public schools is to: (7-1-21)T

 - a.** Measure and improve student achievement; (7-1-21)T
 - b.** Assist classroom teachers in designing lessons; (7-1-21)T
 - c.** Identify areas needing intervention and remediation, and acceleration; (7-1-21)T
 - d.** Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (7-1-21)T
 - e.** Inform parents and guardians of their child's progress; (7-1-21)T
 - f.** Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (7-1-21)T
 - g.** Identify performance trends in student achievement across grade levels tested and student growth over time; and (7-1-21)T
 - h.** Help determine technical assistance/consultation priorities for the State Department of Education. (7-1-21)T

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. (7-1-21)T

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. (7-1-21)T

- a.** All students who are eligible for special education shall participate in the statewide assessment program. (7-1-21)T
- 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. (7-1-21)T

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. (7-1-21)T

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. (7-1-21)T

a. All students taking the Idaho Standards Achievement Test (ISAT) must have a unique student identifier. (7-1-21)T

b. Districts must send all assessment results and related communication to parents within three (3) weeks of receipt from the state. (7-1-21)T

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. (7-1-21)T

a. Kindergarten - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (7-1-21)T

b. Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (7-1-21)T

c. Grade 2 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (7-1-21)T

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. (7-1-21)T

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. (7-1-21)T

f. Grade 5 - Grade 5 Idaho Standards Achievement Tests in English language usage, mathematics, and science; Idaho Alternate Assessment; Idaho English Language Assessment. (7-1-21)T

g. Grade 6 - Grade 6 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (7-1-21)T

h. Grade 7 - Grade 7 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (7-1-21)T

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

i. Grade 8 - National Assessment of Educational Progress; Grade 8 Idaho Standards Achievement Tests in English language usage, mathematics, and science; Idaho Alternate Assessment; Idaho English Language Assessment. (7-1-21)T

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. (7-1-21)T

k. Grade 10 - ~~High School Idaho Standards Achievement Tests in English language usage and mathematics,~~ Idaho Alternate Assessment, Idaho English Language Assessment. (7-1-21)T

l. Grade 11 - High School Idaho Standards Achievement Test in English language usage and mathematics, science, Idaho Alternate Assessment, Idaho English Language Assessment, ~~college entrance exam.~~ (7-1-21)T

m. Grade 12 - National Assessment of Educational Progress, Idaho English Language Assessment. (7-1-21)T

07. Comprehensive Assessment Program Schedule. (7-1-21)T

~~a. The Idaho Reading Indicator will be administered in accordance with Section 33-1615, Idaho Code.~~
~~(7-1-21)T~~

~~b. The National Assessment of Educational Progress will be administered in timeframe specified by the U.S. Department of Education.~~
~~(7-1-21)T~~

c. The Idaho Standards Achievement Tests will be administered in the Spring in a time period specified by the State Board of Education. (7-1-21)T

d. The Idaho Alternate Assessment will be administered in a time period specified by the State Board of Education. (7-1-21)T

e. Idaho's English Language Assessment will be administered in a time period specified by the State Board of Education. (7-1-21)T

08. Costs Paid by the State. Costs for the following testing activities will be paid by the state: (7-1-21)T

a. All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program; (7-1-21)T

b. Statewide distribution of all assessment materials; and (7-1-21)T

c. Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program. (7-1-21)T

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. (7-1-21)T

~~**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.~~
~~(7-1-21)T~~

11. Test Security, Validity and Reliability. (7-1-21)T

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

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. (7-1-21)T

b. Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho Content Standards. (7-1-21)T

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 socioeconomic status). (7-1-21)T

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: (7-1-21)T

a. The Idaho Standards Achievement Tests (grades 3-8 and High School). (7-1-21)T

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. (7-1-21)T

i. Language Arts/Communications. (7-1-21)T

ii. Math. (7-1-21)T

iii. Science. (7-1-21)T

iv. Social Studies. (7-1-21)T

v. Health. (7-1-21)T

vi. Humanities. (7-1-21)T

112. ACCOUNTABILITY

School district, charter district and public charter school accountability will be based on multiple measures aimed at providing meaningful data showing progress toward interim and long-term goals set by the State Board of Education for student achievement and school improvement. The state accountability framework will be used to meet both state and federal school accountability requirements and will be broken up by school category and include measures of student academic achievement and school quality as determined by the State Board of Education. (7-1-21)T

01. School Category. (7-1-21)T

a. Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in Subsection 112.05.f. (7-1-21)T

b. High Schools, not designated as alternative high schools, as defined in Subsection 112.05.f. (7-1-21)T

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

	c.	Alternative High Schools.	(7-1-21)T
	02.	Academic Measures by School Category.	(7-1-21)T
	a.	K-8:	(7-1-21)T
	i.	Idaho Standards Achievement Tests (ISAT) Proficiency.	(7-1-21)T
Education.	ii.	ISAT growth toward proficiency based on a trajectory model approved by the State Board of	(7-1-21)T
	iii.	ISAT proficiency gap closure.	(7-1-21)T
	iv.	Idaho statewide reading assessment proficiency.	(7-1-21)T
	v.	English Learners achieving English language proficiency.	(7-1-21)T
	vi.	English Learners achieving English language growth toward proficiency.	(7-1-21)T
	b.	High School:	(7-1-21)T
	i.	ISAT proficiency.	(7-1-21)T
	ii.	ISAT proficiency gap closure.	(7-1-21)T
	iii.	English Learners achieving English language proficiency.	(7-1-21)T
	iv.	English Learners achieving English language growth toward proficiency.	(7-1-21)T
	v.	Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.	(7-1-21)T
	vi.	Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.	(7-1-21)T
	c.	Alternative High School:	(7-1-21)T
	i.	ISAT proficiency.	(7-1-21)T
	ii.	English learners achieving English language proficiency.	(7-1-21)T
	iii.	English learners achieving English language growth towards proficiency.	(7-1-21)T
	iv.	Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.	(7-1-21)T
	v.	Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.	(7-1-21)T
	03.	School Quality Measures by School Category.	(7-1-21)T
	a.	K-8:	(7-1-21)T
	i.	Students in grade 8 enrolled in pre-algebra or higher.	(7-1-21)T

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

ii. ~~State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).~~Chronic Absenteeism (7-1-21)T

iii. Communication with parents on student achievement (effective starting in the 2018-2019 school year). (7-1-21)T

b. High School: (7-1-21)T

i. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs. (7-1-21)T

ii. ~~State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).~~Chronic Absenteeism (7-1-21)T

iii. Students in grade 9 enrolled in algebra I or higher. (7-1-21)T

iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year). (7-1-21)T

c. Alternative High School: (7-1-21)T

i. Credit recovery and accumulation. (7-1-21)T

ii. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs. (7-1-21)T

iii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year). (7-1-21)T

iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year). (7-1-21)T

04. Reporting. Methodologies for reporting measures and determining performance will be set by the State Board of Education. (7-1-21)T

05. Annual Measurable Progress Definitions. For purposes of calculating and reporting progress, the following definitions shall be applied. (7-1-21)T

~~a. ISAT Student Achievement Levels. There are four (4) levels of student achievement for the ISAT: Below Basic, Basic, Proficient, and Advanced. Definitions for these levels of student achievement are adopted by reference in Section 004 of these rules. (7-1-21)T~~

~~b. Idaho's English Language Assessment Proficiency Levels. There are six (6) levels of language proficiency for students testing on the Idaho English Language Assessment: Level 1, Level 2, Level 3, Level 4, Level 5, and Level 6. Definitions for these levels of language proficiency are adopted by reference in Section 004 of these rules. (7-1-21)T~~

c. Annual Measurable Progress. (7-1-21)T

~~i. ISAT Proficiency is defined as the number of students scoring proficient or advanced on the spring on-grade level ISAT. (7-1-21)T~~

ii. The State Department of Education will make determinations for schools and districts each year.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

Results will be given to the districts at least one (1) month prior to the first day of school. (7-1-21)T

iii. The State Board of Education will set long-term goals and measurements of interim progress targets toward those goals. The baseline for determining measurable student progress will be set by the State Board of Education and shall identify the amount of growth (percentage of students reaching proficiency) required for each intermediate period. (7-1-21)T

d. Full Academic Year (continuous enrollment). (7-1-21)T

i. A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation to determine if the school achieved progress in any statewide assessment used for determining proficiency. A student is continuously enrolled if the student has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students. (7-1-21)T

ii. A student who is enrolled continuously in the school district from the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the school district has achieved AYP. (7-1-21)T

iii. A student who is enrolled continuously in a public school within Idaho from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the state has achieved progress in any statewide assessment used for determining proficiency. (7-1-21)T

e. Participation Rate. (7-1-21)T

i. Failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved measurable progress in ISAT proficiency. The ninety-five percent (95%) determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the class roster file for the Spring ISAT. (7-1-21)T

(1) If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation. (7-1-21)T

(2) Students who are absent for the entire state-approved testing window because of medical reasons or are homebound are exempt from taking the ISAT if such circumstances prohibit them from participating. Students who drop out, withdraw, or are expelled prior to the beginning of the final makeup portion of the test window are considered exited from the school. (7-1-21)T

ii. For groups of ten (10) or more students, absences for the state assessment may not exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination. (7-1-21)T

f. Schools. As used in this section, schools refers to any school within a school district or charter district and public charter schools. (7-1-21)T

i. An elementary school includes a grade configuration of grades Kindergarten (K) through six (6) inclusive, or any combination thereof. (7-1-21)T

ii. A middle school is a school that does not meet the definition of an elementary school and contains grade eight (8) but does not contain grade twelve (12). (7-1-21)T

iii. A high school is any school that contains grade twelve (12). (7-1-21)T

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

iv. An alternative high school is any school that contains grade twelve (12) and meets the requirements of Section 110 of these rules. (7-1-21)T

v. The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school. (7-1-21)T

vi. A “new school” for purposes of accountability is a wholly new entity receiving annual measurable progress determinations for the first time, or a school with a significant student population change as a result of schools being combined or geographic boundaries changing, or a result of successful school restructuring sanctioned by the Office of the State Board of Education. (7-1-21)T

g. Subgroups. Scores on the ISAT must be disaggregated and reported by the following subgroups: (7-1-21)T

i. Race/Ethnicity - Black/African American, Asian, Native Hawaiian/Pacific Islander, White, Hispanic/Latino Ethnicity, American Indian/Alaska Native. (7-1-21)T

ii. Economically disadvantaged - identified through the free and reduced lunch program. (7-1-21)T

iii. Students with disabilities - individuals who are eligible to receive special education services through the Individuals with Disabilities Education Act (IDEA). (7-1-21)T

iv. Limited English Proficient - individuals who do not score proficient on the state-approved language proficiency test and meet one (1) of the following criteria: (7-1-21)T

(1) Individuals whose native language is a language other than English; or (7-1-21)T

(2) Individuals who come from environments where a language other than English is dominant; or (7-1-21)T

(3) Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English. (7-1-21)T

h. Graduation Rate. The graduation rate will be based on the rate of the cohort of students entering grade nine (9) during the same academic year and attending or exiting the school within a four (4) year or five (5) year period as applicable to the measure being determined. In determining the graduation cohort the school year shall include the students who complete graduation requirements prior to the start of the school district or charter schools next fall term. School districts may only report students as having graduated if the student has met, at a minimum, the state graduation requirements, pursuant to Section 105, and will not be returning to the school in following years to complete required academic course work. The State Board of Education will establish a target for graduation. All high schools must meet the target or make sufficient progress toward the target each year, as determined by the State Board of Education. The graduation rate will be disaggregated by the subgroups listed in Subsection 112.05.g. (7-1-21)T

i. Additional Academic Indicator. The State Board of Education will establish a target for all additional academic and school quality measures. All schools must maintain or make progress toward the additional academic and school quality measure target each year. The additional academic and school quality measure targets will be disaggregated by the subpopulations listed in Subsection 112.05.g. (7-1-21)T

113. (RESERVED)

114. FAILURE TO MEET ANNUAL MEASURABLE PROGRESS.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

01. Accountability Measures and Timelines. Accountability measures and timelines will be determined by the state board of education for school districts and schools who fail to meet annual measurable progress. (7-1-21)T

02. Compliance with Federal Law. All schools and local educational agencies in this state shall comply with applicable federal laws governing specific federal grants. (7-1-21)T

a. With respect to schools and local educational agencies in this state that receive federal grants under title I of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 (Title I schools), the State Department of Education shall develop procedures for approval by the State Board of Education, consistent with federal law, that describe actions to be taken by local educational agencies and schools in this state in regard to schools that fail to meet interim and long-term progress goals. (7-1-21)T

b. With respect to schools and local educational agencies in this state that do not receive federal grants under Title I of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, such non-Title I schools and local educational agencies shall be required to comply with federal law and state requirements with the procedures relating to failure to meet interim and long-term progress goals as provided in Subsection 114.02.a. of this rule, as if they were Title I schools, except that any provisions relating to the use of federal grants to pay for such expenses shall not be applicable to such non-Title I schools and local educational agencies. In such event, non-title I schools shall be required to fund such compliance costs from general operating funds. (7-1-21)T

03. State Department of Education. With respect to the implementation of duties and responsibilities described under Title I of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, that are applicable to a state educational agency, the State Department of Education shall perform such duties and responsibilities delegated by the State Board of Education, including, but not limited to, making technical assistance available to local educational agencies that fail to meet interim and long-term goals, and for providing technical assistance, developing improvement plans, and providing for mandatory corrective actions to local educational agencies as required under federal law and state law. (7-1-21)T

~~115. DATA COLLECTION.~~

~~The State Department of Education will collect the required information from participating school files for state and federal reporting and decision-making. The enrollment collection will contain information about the enrollment of the student attributes such as unique student identifier, active special education, Limited English Proficient (LEP), migrant, grade level, gender, race, and free/reduced lunch status. The collection will be done in accordance with the reporting requirements established in Chapter 10, Title 33, Idaho Code, or as needed for state and federal accountability purposes. Each participating school is required to verify and assure the accuracy of the data submitted in the files.~~ (7-1-21)T

~~**01. State Data System.** In accordance with the provisions of Section 33-133, Idaho Code, the following data elements will be added to the state data system:~~ (7-1-21)T

~~**a.** Grade Point Average (GPA); and~~ (7-1-21)T

~~**b.** Chronic Absenteeism.~~ (7-1-21)T

~~116. UNIQUE STUDENT IDENTIFIER.~~

~~**01. Assignment.** Effective April 1, 2009, each student enrolled or enrolling in an Idaho school district or LEA will be assigned a unique student identifier. The unique student identifier shall follow the student from each school district or LEA or upon return to a school district or LEA after an absence from a school district or LEA no matter how long of absence has occurred.~~ (7-1-21)T

~~**a.** School districts must obtain unique student identifiers by providing the following information to the~~

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

State Department of Education for each student: (7-1-21)T

i. First and last name as written on a legal document such as birth certificate, passport, visa, social security card, or other such legal document. (7-1-21)T

ii. Date of birth. (7-1-21)T

iii. Ethnicity. (7-1-21)T

iv. Gender. (7-1-21)T

b. School districts or LEAs may provide any or all of the following additional information to help ensure unique identification such as: (7-1-21)T

i. Birth mother's first and last name. (7-1-21)T

ii. Parents' or guardians' first and last name(s). (7-1-21)T

iii. Social security number. (7-1-21)T

iv. County of birth. (7-1-21)T

117. (RESERVED)

118. HOME SCHOOL.

Any student not attending a public or private school within the state of Idaho may, as an alternative, receive educational instruction in a home school setting at the direction of the student's parent or guardian. A home schooled student is required to receive such instruction in subjects commonly and usually taught in the public schools of the state of Idaho. (7-1-21)T

119. -- 128. (RESERVED)

~~129. COMMUNICATION.~~

~~01. Communication Skills Emphasis.~~ Communication skills enabling students to be responsible citizens of their homes, schools and communities will be emphasized throughout the curriculum. The teaching and demonstrating of effective communication skills will be exemplified throughout the kindergarten through twelve (K-12) system. (7-1-21)T

~~02. Age Appropriate Classroom, School, and Community Activities.~~ Each year, age appropriate classroom, school and community activities will be provided to all students for the purpose of developing written and oral communication skills with individuals and groups. Good listening skills are a critical component of the communication process. (Section 33-1612, Idaho Code) (7-1-21)T

~~130. TECHNOLOGY.~~

~~Throughout the kindergarten through twelve (K-12) system, technology will be integral to curriculum, instruction and assessment. (Section 33-1612, Idaho Code). Technology moves communication to a new dimension. The kindergarten through twelve (K-12) system must lay the foundation for students to be able to participate comfortably in an increasingly technological society. Classroom activities will include instruction using multi-media, distance learning and other technologies. (7-1-21)T~~

~~01. Distance Learning Settings.~~ In distance learning settings, districts will provide for: (7-1-21)T

~~a. Adequate student contact with a teacher or paraprofessional during instructional process. (7-1-21)T~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 1

~~b. Ready access for answering student questions. (7-1-21)T~~

~~c. Adequate teacher time to provide students with feedback on assignments and questions. (7-1-21)T~~

~~02. Cooperative Instructional Initiatives. Cooperative instructional initiatives from post-secondary institutions among districts and other sources are encouraged. Local school districts will be responsible for the quality of the programs offered and will assure that all state standards are met. (7-1-21)T~~

131. -- 139. (RESERVED)

140. WORKFORCE SKILLS.

01. Academic Skill Development. All students will be provided the opportunity to develop their academic skills (i.e., reading, language arts and communication, mathematics, science, social studies) and to develop the skills necessary for entering the workforce, including self-management skills (i.e., ability to plan, self-discipline, respect for authority, ongoing skill improvement), individual and teamwork skills (i.e., personal initiative, working with others), thinking/information skills (i.e., reasoning, problem solving, acquiring and using information) and vocational-technical skills based on the standards of the industry as approved by the State Board of Vocational Education. (7-1-21)T

02. Other Skill Development. Recognizing that students may or may not be active in the workforce, the State Board believes all students should be provided the opportunity to become contributing community and family members. This instruction includes homemaking skills (i.e., nutrition, child development, resource management); balancing work and family responsibilities; and entrepreneurial skills. (7-1-21)T

03. Work-Based Learning Experiences. Work-based learning experiences may be provided as part of the instruction in the school. For students to receive credit, these experiences will include: training plans, training agreements, approved work sites, and supervision by appropriately certificated personnel. If work-based learning experiences are selected, they will be included in the Parent Approved Student Learning Plans. Instruction will be organized to facilitate a successful transition into the workforce and further education. (7-1-21)T

141. -- 149. (RESERVED)

~~**150. BASIC VALUES.**~~

~~Honesty, self discipline, unselfishness, respect for authority and the central importance of work are emphasized. (See Section 33-1612) (7-1-21)T~~

151. -- 159. (RESERVED)

160. SAFE ENVIRONMENT AND DISCIPLINE.

Each school district will have a comprehensive districtwide policy and procedure encompassing the following:

School Climate
Discipline
Student Health
Violence Prevention
Possessing Weapons on Campus
Substance Abuse - Tobacco, Alcohol, and Other Drugs
Suicide Prevention
Student Harassment

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

Drug-free School Zones
Building Safety including Evacuation Drills
Relationship Abuse and Sexual Assault Prevention and Response

Districts will conduct an annual review of these policies and procedures. (See Section 33-1612) (7-1-21)T

161. -- 169. (RESERVED)

~~**170. CITIZENSHIP.**~~

~~Schools will provide instruction and activities necessary for students to acquire the skills to enable them to be responsible citizens in their homes, schools, communities, state and nation. (Section 33-1612, Idaho Code) (7-1-21)T~~

171. GIFTED AND TALENTED PROGRAMS.

01. Definitions. The following definitions apply only to Section 171 of these rules. (7-1-21)T

a. Gifted/talented children. Those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities Section 33-2001, Idaho Code. (7-1-21)T

~~**b.** Governing gifted and talented educational requirements. Sections 33-201, 33-2001, 33-2003, Idaho Code. (7-1-21)T~~

~~**02. Legal Compliance.** The State Department of Education and districts shall comply with all governing gifted and talented education requirements. (7-1-21)T~~

03. District Plan. Each school district shall develop and write a plan for its gifted and talented program. The plan shall be submitted to the Department no later than October 15, 2001. The plan shall be updated and submitted every three (3) years thereafter and shall include: (7-1-21)T

a. Philosophy statement. (7-1-21)T

b. Definition of giftedness. (7-1-21)T

c. Program goals. (7-1-21)T

d. Program options. (7-1-21)T

e. Identification procedures. (7-1-21)T

f. Program evaluation. (7-1-21)T

04. Screening. The district's process for identifying gifted and talented students shall include the following steps: (7-1-21)T

a. The district shall screen all potentially gifted and talented students to ensure they have an opportunity to be considered; and (7-1-21)T

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021**

ATTACHMENT 1

b. The district shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and (7-1-21)T

c. The district shall match student needs with appropriate program options. (7-1-21)T

05. Assessment. Placement decisions shall not be determined by a single criterion (for instance, test scores, other measurement, teacher recommendation, or nomination). The district's identification process shall use multiple indicators of giftedness with information obtained through the following methods and sources: (7-1-21)T

a. Procedures for obtaining information about students shall include formal assessment methods, such as group and individual tests of achievement, general ability, specific aptitudes and creativity. (7-1-21)T

b. Procedures for obtaining information about students shall also include informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews and grades. (7-1-21)T

c. Information about students shall be obtained from multiple sources, such as teachers, counselors, peers, parents, community members, subject area experts, and the students themselves. (7-1-21)T

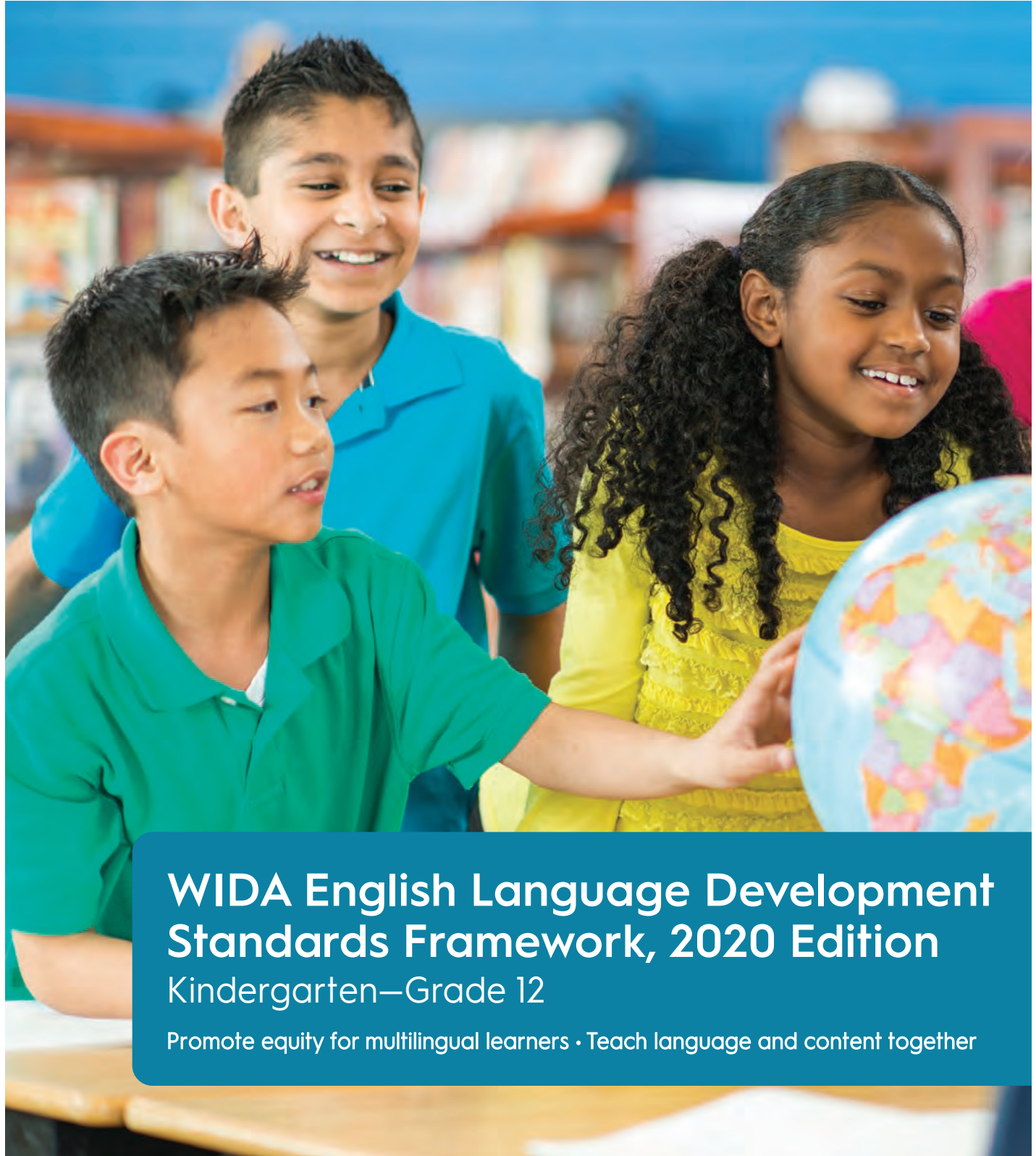
~~**06. Administration.** The district shall designate a certificated staff person to be responsible for development, supervision, and implementation of the gifted and talented program. (7-1-21)T~~

172. -- 199. (RESERVED)

200. K-12 IDAHO CONTENT STANDARDS.

As stated in Subsection 105.02 of these Thoroughness rules, all students graduating from Idaho public high schools must meet locally established content standards. The standards set forth in Section 004 of this rule are state content standards that shall be the minimum standards used by every school district in the state in order to establish a level of academic content necessary to graduate from Idaho's public schools. Each school district may set standards more rigorous than these state content standards but no district shall use any standards less rigorous than those set forth in these Thoroughness rules. (7-1-21)T

201. -- 999. (RESERVED)



WIDA English Language Development Standards Framework, 2020 Edition

Kindergarten—Grade 12

Promote equity for multilingual learners • Teach language and content together

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Version 1.4

**WIDA English Language Development
Standards Framework,
2020 Edition**
Kindergarten—Grade 12



The WIDA Consortium is a member-based organization made up of U.S. states, territories, and federal agencies dedicated to the research, design, and implementation of a high-quality, standards-based system for K-12 multilingual learners.

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Contents

Introduction	7
Welcome to the WIDA English Language Development Standards Framework, 2020 Edition	9
Section 1: Big Ideas	15
Section 2: Understanding the WIDA ELD Standards Framework	21
Section 3: Grade-Level Cluster Materials	37
Kindergarten	41
Key Language Uses	42
Language Expectations, Functions, and Features	44
Annotated Language Samples	54
Proficiency Level Descriptors	57
Grade 1	61
Key Language Uses	62
Language Expectations, Functions, and Features	64
Annotated Language Samples	75
Proficiency Level Descriptors	79
Grades 2-3	83
Key Language Uses	84
Language Expectations, Functions, and Features	86
Annotated Language Samples	98
Proficiency Level Descriptors	101
Grades 4-5	105
Key Language Uses	106
Language Expectations, Functions, and Features	108
Annotated Language Samples	129
Proficiency Level Descriptors	135
Grades 6-8	139
Key Language Uses	140
Language Expectations, Functions, and Features	142
Annotated Language Samples	164
Proficiency Level Descriptors	171
Grades 9-12	177
Key Language Uses	178
Language Expectations, Functions, and Features	180
Annotated Language Samples	202
Proficiency Level Descriptors	209
Section 4: Resources	215
Key Language Uses: A Closer Look	217
Collaborative Planning for Content and Language Integration: A Jump-Off Point for Curricular Conversations	234
Glossary	251

Appendices	261
Appendix A: WIDA English Language Development Standards Framework, 2020 Edition—Meeting ESSA Title 1 Requirements	263
Appendix B: Correspondence Tables for Content and Language Standards	266
Appendix C: A Compilation of K-12 Key Language Use Distribution Tables and Language Expectations	288
Appendix D: A Compilation of K-12 Proficiency Level Descriptors, with Technical Notes	329
Appendix E: High-Level Comparison of WIDA Standards Editions From 2004 to 2020	351
Appendix F: Theoretical Foundations of the WIDA ELD Standards Framework, 2020 Edition	354
Appendix G: Select References	375
Appendix H: Standards Development Process and Acknowledgements	379

Tables

Table 1-1: WIDA ELD Standards Statements	9
Table 1-2: Organization of the WIDA ELD Standards Framework, 2020 Edition	10
Table 1-3: Audience and Potential Uses of the WIDA ELD Standards Framework, 2020 Edition	13
Table 2-1: Abbreviated forms of the Five English Language Development Standards Statements	24
Table 2-2: The Anatomy of a Language Expectation	30
Table 2-3: Dimensions of Language in the Proficiency Level Descriptors: Criteria Foci and Sample Language Features	33
Table 2-4: What the WIDA ELD Standards Framework is and What It Is Not	35
Table 3-1: Representations of the Components of the WIDA ELD Standards Framework in Grade-Level Cluster Materials	40
Table 3-2: Snapshots of Key Language Uses in Kindergarten	42
Table 3-3: Distribution of Key Language Uses in Kindergarten	43
Table 3-4: Snapshots of Key Language Uses in Grade 1	62
Table 3-5: Distribution of Key Language Uses in Grade 1	63
Table 3-6: Snapshots of Key Language Uses in Grades 2-3	84
Table 3-7: Distribution of Key Language Uses in Grades 2-3	85
Table 3-8: Snapshots of Key Language Uses in Grades 4-5	106
Table 3-9: Distribution of Key Language Uses in Grades 4-5	107
Table 3-10: Snapshots of Key Language Uses in Grades 6-8	140
Table 3-11: Distribution of Key Language Uses in Grades 6-8	141
Table 3-12: Snapshots of Key Language Uses in Grades 9-12	178
Table 3-13: Distribution of Key Language Uses in Grades 9-12	179
Table 4-1: Definitions of Key Language Uses	219
Table 4-2: Narrate Genre Family	222
Table 4-3: Narrate Through the Years of Schooling	223
Table 4-4: Narrate Across Content Areas	224

Table 4-5: Inform Genre Family	225
Table 4-6: Inform Through the Years of Schooling	226
Table 4-7: Inform Across Content Areas	227
Table 4-8: Explain Genre Family	228
Table 4-9: Explain Through the Years of Schooling	229
Table 4-10: Explain Across Content Areas	230
Table 4-11: Argue Genre Family	231
Table 4-12: Argue Through the Years of Schooling	232
Table 4-13: Argue Across Content Areas	233
Table 4-14: The Unit's Academic Content and WIDA ELD Standards	239
Table 4-15: Sample Content Unit Architecture	240
Table 4-16: Progress Trackers, Reading Informational Text, Driving Question Boards, and Building Understanding	241
Table 4-17: Language Expectations with Embedded Language Functions	244
Table 4-18: Example Language Features that are Commonly Associated with a Language Function	245
Table A-1: Critical Elements in Meeting ESSA Title 1 Requirements	263
Table D-1: Comparison of Criteria in 2014 Features of Academic Language Chart and 2020 Dimensions of Language Table	329
Table D-2: Differences Between Performance Definitions and Proficiency Level Descriptors	332
Table E-1: Comparison of Editions of the WIDA Language Standards	352
Table F-1: Updated Abbreviations for the WIDA ELD Standards, 2020 Edition	361
Table F-2: The Dimensions of Language: A Short Reference	367
Table H-1: SEA Standards Subcommittee Members (2018-2020)	380
Table H-2: LEA Advisory Committee Members	380
Table H-3: October 2019 Focus Group Participants, WIDA Annual Conference	381
Table H-4: Researcher/Teacher Advisory Panel (April 2020)	383
Table H-5: Domestic and International Educators	384
Table H-6: WIDA Standards Development Team	386

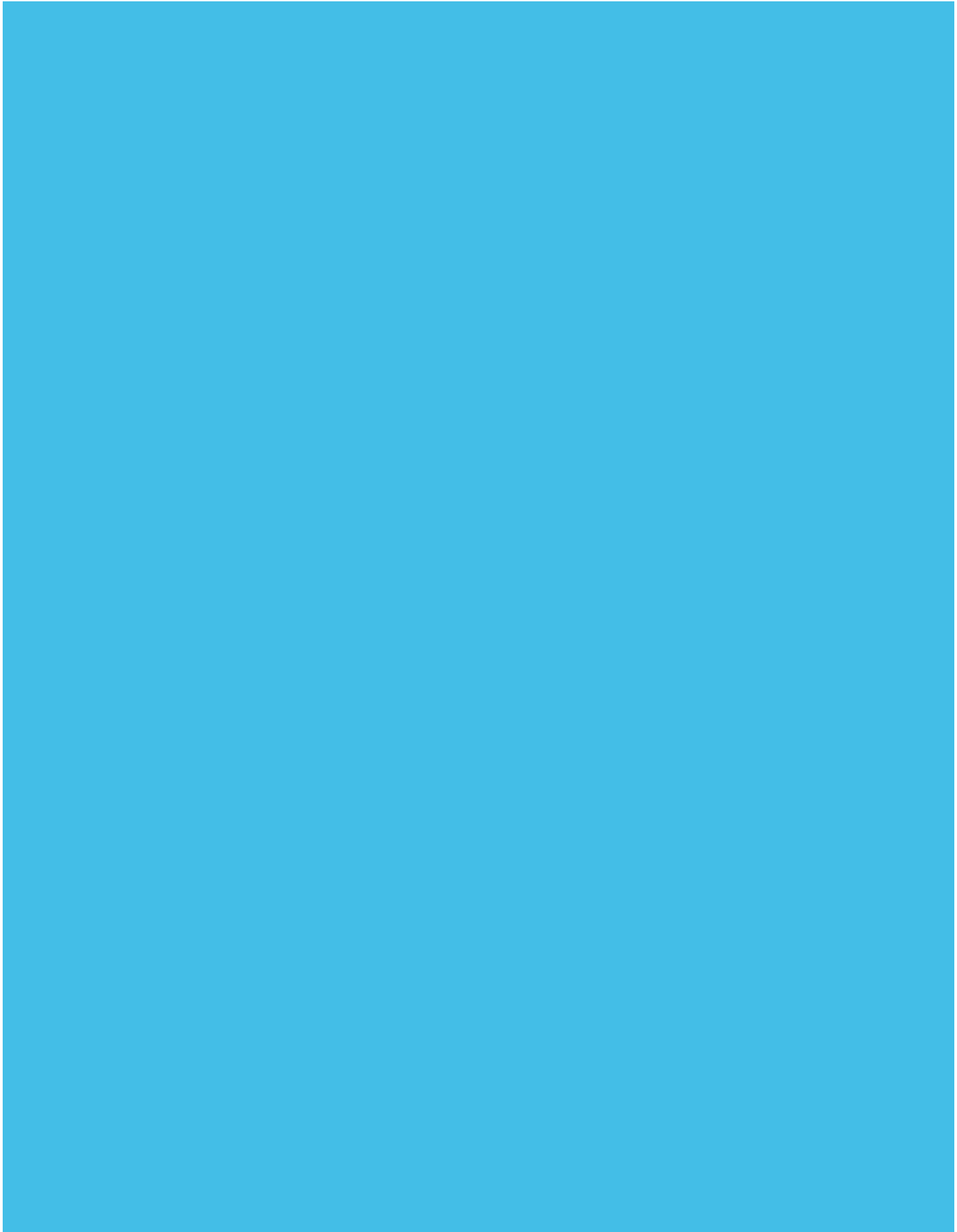
Figures

Figure 1-1: Big Ideas in the 2020 Edition	17
Figure 2-1: The Components of the WIDA ELD Standards Framework	23
Figure 2-2: Relationship among the WIDA ELD Standards	25
Figure 2-3: Four Key Language Uses	26
Figure 2-4: Example Reference Code for a Language Expectation	28
Figure 2-5: Modes of Communication	29
Figure 2-6: Dimensions of Language within a Sociocultural Context	32
Figure 3-1: Kindergarten Language Functions and Language Features	45
Figure 3-2: Grade 1 Language Functions and Language Features	65

Figure 3-3: Grades 2-3 Language Functions and Language Features	87
Figure 3-4: Grades 4-5 Language Functions and Language Features.	109
Figure 3-5: Grades 6-8 Language Functions and Language Features.	143
Figure 3-6: Grades 9-12 Language Functions and Language Features	181
Figure 4-1: The Four Key Language Uses	217
Figure 4-2: Sample Collaborative Planning Process	237
Figure 4-3: Honing a Language Focus through the WIDA ELD Standards Framework	246
Figure 4-4: Lesson Planning Considerations.	249
Figure D-1: Cumulative Expansion of Multilingual Learners’ Linguistic Resources	331
Figure E-1: Editions of the WIDA Language Standards	351
Figure F-1: Four Big Ideas in WIDA ELD Standards Framework, 2020 Edition	355
Figure F-2: Communication Modes Used in WIDA 2020 Edition.	358
Figure F-3: The WIDA ELD Standards Framework, 2020 Edition	360
Figure F-4: Relationship among the WIDA ELD Standards.	362
Figure F-5: Key Language Uses	363
Figure F-6: Elements within WIDA Language Expectations.	364
Figure F-7: WIDA ELD Standards Framework: Relationship between Language Expectations, Language Functions, and Language Features.	365



Introduction





Welcome to the WIDA English Language Development Standards Framework, 2020 Edition

WIDA has historically grounded its work in language development standards as a driver of equity for multilingual learners in curriculum, instruction, and assessment. This new edition reflects a continued commitment to these goals.

Starting in 2004, all editions of the WIDA English Language Development (ELD) Standards have reflected the belief that multilingual learners are best served when they learn content and language together in linguistically and culturally sustaining ways. The 2020 Edition recommits to this belief by maintaining the five original WIDA ELD Standards Statements while adding new and expanded resources to address updates in policy, theory, and practice.

Table 1-1: WIDA ELD Standards Statements

WIDA ELD Standards Statements

English Language Development Standard 1: English language learners communicate for **Social and Instructional** purposes within the school setting

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

The 2020 Edition presents a new supporting organization for the WIDA ELD Standard Statements, along with additional resources, as shown in Table 1-2.

Table 1-2: Organization of the WIDA ELD Standards Framework, 2020 Edition

Section 1: Big Ideas	<ul style="list-style-type: none"> • Equity of access and opportunity are essential for multilingual learners' preparation for college, career, and civic participation • Integration of language and content is critical in the planning and delivery of instruction • Collaboration among stakeholders is a shared responsibility for educating multilingual learners • A functional approach to language development focuses on the purposeful use of language
Section 2: Understanding the WIDA ELD Standards Framework	<ul style="list-style-type: none"> • The five WIDA ELD Standards Statements—conceptual framing of language and content integration • Key Language Uses—prominent language uses across disciplines • Language Expectations—goals for content-driven language learning • Proficiency Level Descriptors—a continuum of language development
Section 3: Grade-Level Cluster Materials	<ul style="list-style-type: none"> • Representations of the WIDA ELD Standards Framework in sets of grade-level cluster materials • Annotated Language Samples illustrate the WIDA ELD Standards Framework in authentic grade-level texts
Section 4: Resources	<ul style="list-style-type: none"> • Key Language Uses: A Closer Look—extended definitions and examples for each Key Language Use • Collaborative Planning for Content and Language Integration: A Jump-Off Point for Curricular Conversations • Glossary
Appendices	<ul style="list-style-type: none"> A. Meeting ESSA Requirements B. Correspondence Tables for Content and Language Standards C. A Compilation of K-12 Key Language Use Distribution Tables and Language Expectations D. A Compilation of K-12 Proficiency Level Descriptors, with Technical Notes E. High Level Comparison of WIDA ELD Standards Editions F. Theoretical Foundations G. References H. Acknowledgements

WIDA Mission, Vision, and Values

WIDA draws its strength from its mission, vision, and values—the Can Do Philosophy, innovation, service, collaboration, and social justice. This belief system underscores the cultural, social, emotional, and experiential assets of multilingual learners, their families, and educators. It acts as a unifying force that gives the consortium its strength of conviction and action throughout the PreK-12 education community.

Mission

WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators.



From English Language Learners to Multilingual Learners

Multilingual learners

refers to all children and youth who are, or have been, consistently exposed to multiple languages.

As part of its asset-based belief system, WIDA uses the term “multilingual learners” to describe all students who come in contact with and/or interact in languages in addition to English on a regular basis. They include students who are commonly referred to as English language learners (ELLs), dual language learners (DLLs), newcomers, students with interrupted formal schooling (SIFE), long-term English learners (L-TELLs), English learners with disabilities, gifted and talented English learners, heritage language learners, students with English as an additional language (EAL), and students who speak varieties of English or indigenous languages.

Throughout the field of K-12 education, you will encounter various terms to describe multilingual learners. For example, ESSA (2015) uses the term “English learners” (ELs). For policy purposes, the five original WIDA ELD Standards Statements (2004) maintain the term “English language learners.” However, in an effort to encourage the field to use terminology that is asset-based and inclusive, WIDA began to use the term “multilingual learners.” You will see this term used throughout this document, starting with the Guiding Principles of Language Development on the next page.

WIDA Guiding Principles of Language Development (2019)

The updated Guiding Principles of Language Development exemplify the overarching and ever-present WIDA Can Do Philosophy and emphasize the importance of language in learning. They highlight the four Big Ideas of the 2020 Edition.

1. Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases help develop multilingual learners' independence and encourage their agency in learning.
2. Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use.
3. Multilingual learners' language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools, and communities.
4. Multilingual learners' language, social-emotional, and cognitive development are inter-related processes that contribute to their success in school and beyond.
5. Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency.
6. Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication.
7. Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts.
8. Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to develop effectiveness in language use.
9. Multilingual learners use their full linguistic repertoire, including translanguaging practices, to enrich their language development and learning.
10. Multilingual learners use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities.



Audiences and Potential Uses of the WIDA ELD Standards Framework, 2020 Edition

The 2020 Edition of the WIDA ELD Standards Framework is designed for U.S. and international audiences. Table 1-3 outlines an array of uses for the document. While you will notice some overlap, we have placed emphasis on the distinct nature and responsibilities of each group and its contribution to the education of multilingual learners.

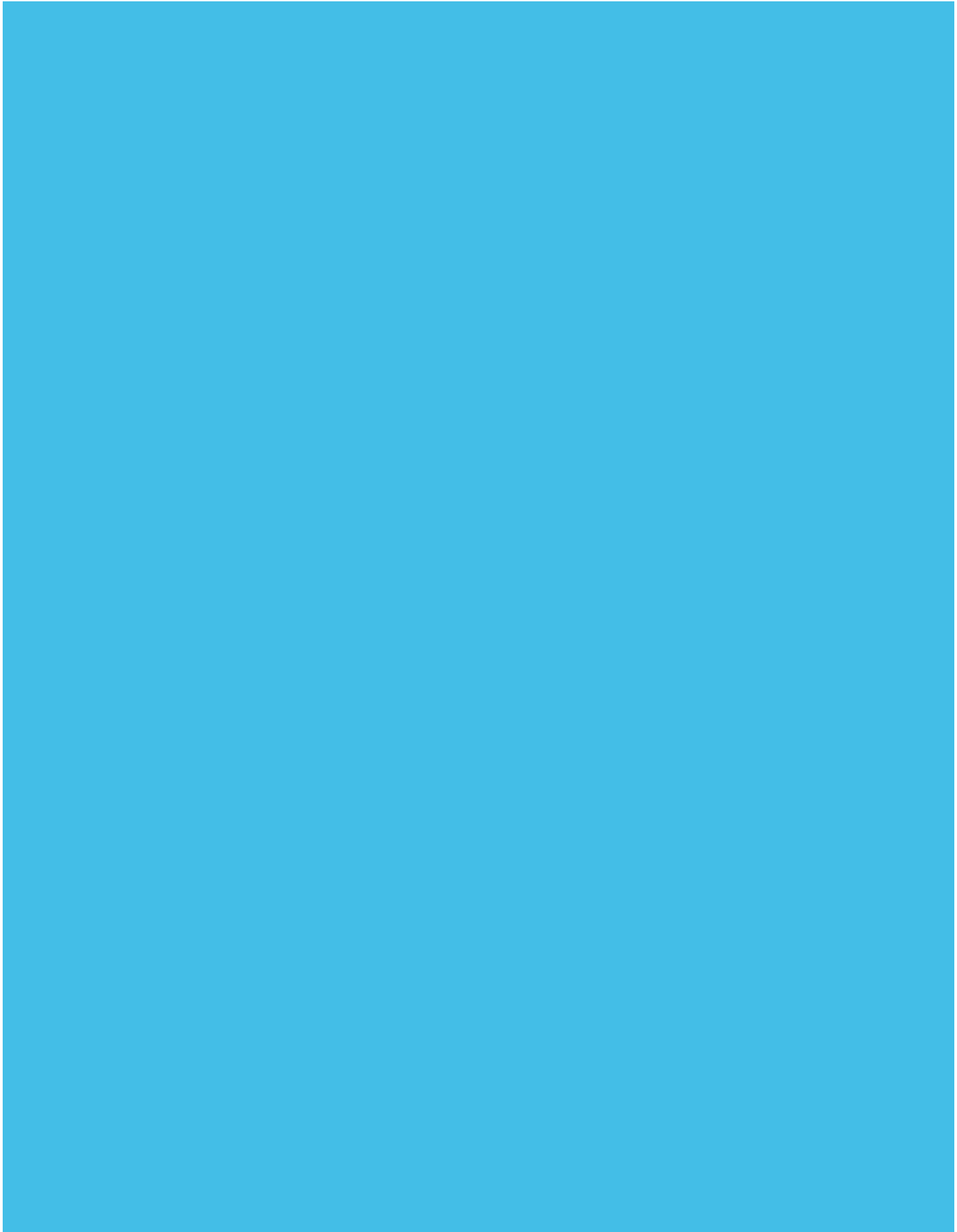
Table 1-3: Audience and Potential Uses of the WIDA ELD Standards Framework, 2020 Edition

Audience	Potential Uses of the WIDA ELD Standards Framework, 2020 Edition
State, Territory, and Federal Education Agencies, known as SEAs	<ul style="list-style-type: none"> • Comply with federal policy, including peer review requirements, and other state mandates • Ensure alignment with ACCESS for ELLs, the WIDA annual English language proficiency assessment • Guide state policy, informational documents, and resources inclusive of equity for multilingual learners and their families • Organize professional learning opportunities for educators of multilingual learners
District and School Leaders	<ul style="list-style-type: none"> • Guide local policy, informational documents, and resources • Guide professional learning • Work with teachers, other school leaders, and families to provide guidance on language development • Support teachers in designing and enacting linguistically and culturally sustainable curriculum, instruction, and assessment • Promote collaboration among district and school leadership, content and language teachers, specialists, support staff, students, and families • Prompt coordination of services for multilingual learners and outreach to families • Forge partnerships with multilingual communities
Teachers	<ul style="list-style-type: none"> • Collaborate with colleagues around integration of content and language • Partner to coordinate learning for multilingual learners • Model products, projects, and performances to illustrate evidence of meeting learning expectations • Monitor multilingual learners' language growth • Provide standards-referenced feedback to students and families

Audience	Potential Uses of the WIDA ELD Standards Framework, 2020 Edition
Teacher Educators and Professional Learning Providers	<ul style="list-style-type: none"> • Integrate into courses for pre-service teachers, in-service teachers, and administrators • Guide professional learning around asset-driven education for districts and schools • Model the process for integrating content and language in instruction and assessment • Partner in conducting classroom, school, and district research
Assessment Leaders and Test Developers	<ul style="list-style-type: none"> • Apply to large-scale annual and interim ELP assessment development • Use as a source for alignment and standards-setting studies • Guide in interpreting score reports and in updating interpretive and scoring rubrics • Expand framing of test specifications around Key Language Uses and Language Expectations
International Schools and Educators	<ul style="list-style-type: none"> • Craft a school-wide language policy • Embed language development into curriculum, instruction, and classroom assessment • Collaborate with colleagues to coordinate language services • Share with grade-level teams to create seamless learning experiences for multilingual learners
Students, Families, and Communities	<ul style="list-style-type: none"> • Benefit from clear learning goals that promote equity for all • Benefit from a coherent educational experience based on a standards-aligned system • Benefit from having clarity on what teachers should be teaching and what students should be learning • Understand the language development process and how the WIDA ELD Standards Framework represent the joining of grade-level academic content and language



Section 1: Big Ideas





Big Ideas of the WIDA ELD Standards Framework, 2020 Edition: Kindergarten–Grade 12

This 2020 Edition of the WIDA ELD Standards Framework is anchored by four **Big Ideas** that are interwoven throughout the document. Like the Can Do Philosophy, they support the design of standards-based educational experiences that are student-centered, culturally and linguistically sustaining, and responsive to multilingual learners’ strengths and needs.

Figure 1-1: Big Ideas in the 2020 Edition



Equity of Opportunity and Access

WIDA's philosophy is rooted in equity and a commitment to supporting high-quality education for multilingual learners. This support for educational excellence is evident in WIDA's vision, mission, and values—innovation, service, the Can Do Philosophy, collaboration, and social justice. As a WIDA value, social justice includes creating positive change, challenging discriminatory actions (i.e., in terms of language, culture, and race), and promoting equity to improve the education of multilingual children, youth, and families.

Multilingual learners come from a wide range of cultural, linguistic, educational, and socioeconomic backgrounds and have many physical, social, emotional, experiential, and/or cognitive differences. All bring assets, potential, and resources to schools that educators must leverage to increase equity in standards-based systems. Increasing avenues of access, agency, and equity for all multilingual learners—including newcomers, students with interrupted formal schooling (SIFE), long-term English learners (L-TEs), students with disabilities, and gifted and talented English learners—requires educators to be knowledgeable, skillful, imaginative, and compassionate.

The 2020 Edition of the WIDA ELD Standards Framework is here to guide educators to

- Set high expectations for all students
- Provide access for multilingual learners to rich, standards-based, grade-level content, including by scaffolding up (see the WIDA website for resources about scaffolding)
- Enact linguistically and culturally sustainable pedagogies
- Create opportunities for multilingual learners to
 - engage actively with each other in deep learning
 - access and use multiple languages, including through translanguaging

When designing and delivering standards-based curriculum, instruction, and assessment, educators should consider multilingual learners'

- Previous personal and educational experiences
- Recency of arrival in the United States, if applicable
- Diverse cognitive and behavioral strengths, needs, and abilities
- Home and community
- Languages and cultures

Drawing on students' linguistic and cultural resources is essential to helping them navigate life in a diverse world, in addition to supporting them in meeting demands of academic content areas as they advance through school.

The 2020 Edition of the WIDA ELD Standards Framework upholds the goal of increasing equity for multilingual learners by providing common and visible language expectations in relation to grade-level academic content. These expectations also serve to increase coherence of policy and practice around the education of multilingual learners at federal, state, and local levels.

Integration of Content and Language

Earlier versions of the WIDA ELD Standards (2004, 2007, 2012) have historically represented the integration of content and language. The 2020 Edition makes the content-language connection more explicit and specific.

By content-language integration, we mean that multilingual learners develop content and language concurrently, with academic content as a context for language learning and language as a means for learning academic content.

The 2020 Edition introduces several new ways of looking at the integration of content and language, for example, through Key Language Uses, Language Expectations, and Correspondence Tables for Content and Language Standards (Appendix B); all these (and more) are introduced later in this document.

Multimodality, the use of multiple means of communication, is an essential way for all students to access and engage in the content areas. In addition to the use of spoken and written language, students also communicate through gestures, facial expressions, images, equations, maps, symbols, diagrams, charts, videos, graphs, computer-mediated content, and other means.

In positioning the 2020 Edition to spotlight the variety of ways in which language is used in content area learning, WIDA is drawing educators' attention to multimodality, the use of multiple means of communication. Multimodality is inherent to and essential for how students make meaning and engage in disciplinary practices. All students are able to both interpret and express ideas with greater flexibility when using

multimodal resources, including multiple languages. Multimodality allows all students to use multiple means to engage, interpret, represent, act, and express their ideas in the classroom. For example, as students read, they also might refer to illustrations or diagrams, and as students write, they might also represent their ideas numerically or graphically.

The integration of content and language for multilingual learners promotes

- Understanding the connections between content and language
- Making meaning within and across content areas (disciplines)
- Interaction of students with each other in challenging content activities
- Coordination of design and delivery of curriculum, instruction, and assessment

Collaboration among Stakeholders

Districts and schools are complex educational systems with collaboration extending across stakeholders from classrooms, to schools, districts, and the families and communities of students. Stakeholders have different areas of expertise and are often responsible for different aspects of educational planning and delivery; however, collectively they are responsible for the success of multilingual learners.

It is crucial for the academic success of multilingual learners that both language and content teachers and administrators see themselves as responsible for fostering the language development of multilingual learners, and for systems to move away from the idea that language specialists alone should assume sole responsibility for students' language development.

Collaboration among stakeholders (e.g., district and school leaders, content and language teachers, specialists, support personnel, students, families) is essential for providing multilingual learners high-quality educational experiences that are coordinated and comprehensive.

Although different classrooms may have different instructional foci, all classrooms with multilingual learners must incorporate content and language development. Content teachers bring expertise in their discipline, while language teachers bring expertise in language development. Each teacher can contribute to deliver coordinated educational experiences for multilingual learners according to their own qualifications and areas of expertise. With sustained collaboration, language teachers expand their understanding of different content areas, and content teachers develop insights into and respond to the language development needs of multilingual learners.

Content and language teachers can work together to

- Plan and deliver grade-level standards-based instruction
- Plan for systematic, explicit, and sustained language development alongside the academic demands of the content areas
- Support one another
- Share unique fields of expertise

In this way, multilingual learners and their families benefit from a coherent and shared understanding of expectations and common goals for learning.

Functional Approach to Language Development

What does WIDA mean by a functional approach to language development? One metaphor for language is a toolbox, containing different tools that are used to communicate, to develop relationships, and to act upon the world. Like any good toolbox, the language toolbox contains various tools that function for different needs. Particular linguistic tools achieve certain purposes. For example, we make choices with language to reflect the topic at hand, the social roles and identities of those involved (am I talking to a college admissions interviewer or to my best friend?), and the needs of our listeners and readers. We make choices with language to organize our ideas in particular ways, to convey the relationships among these ideas, and about what types of words are most effective for our message. The explicit teaching of how language works can help multilingual learners expand what they can do with language, thereby growing their language toolbox. The result is that students become increasingly aware and strategic in their use of language to negotiate meaning and achieve their purposes in various contexts.

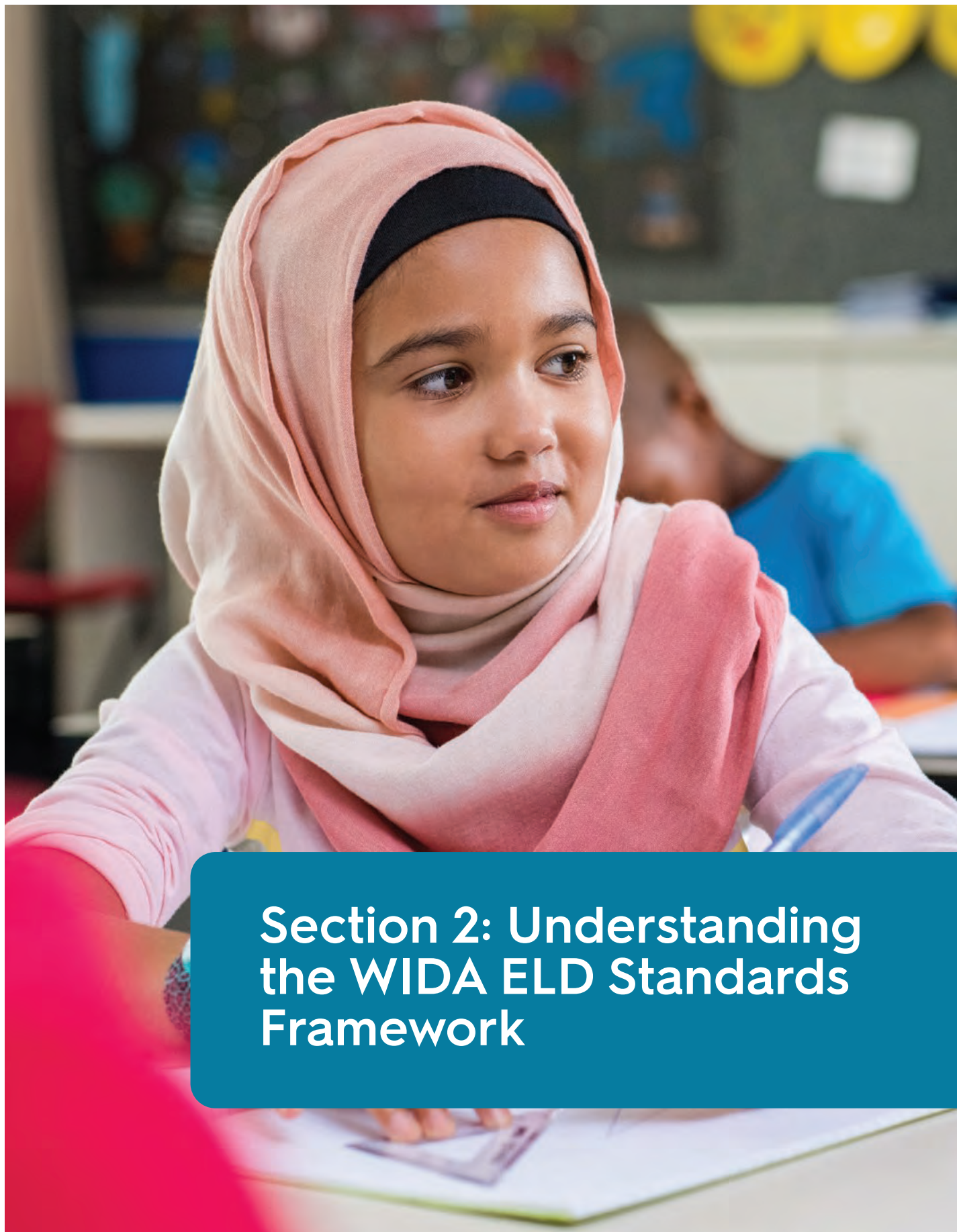


To read more about all these Big Ideas, see the WIDA website.

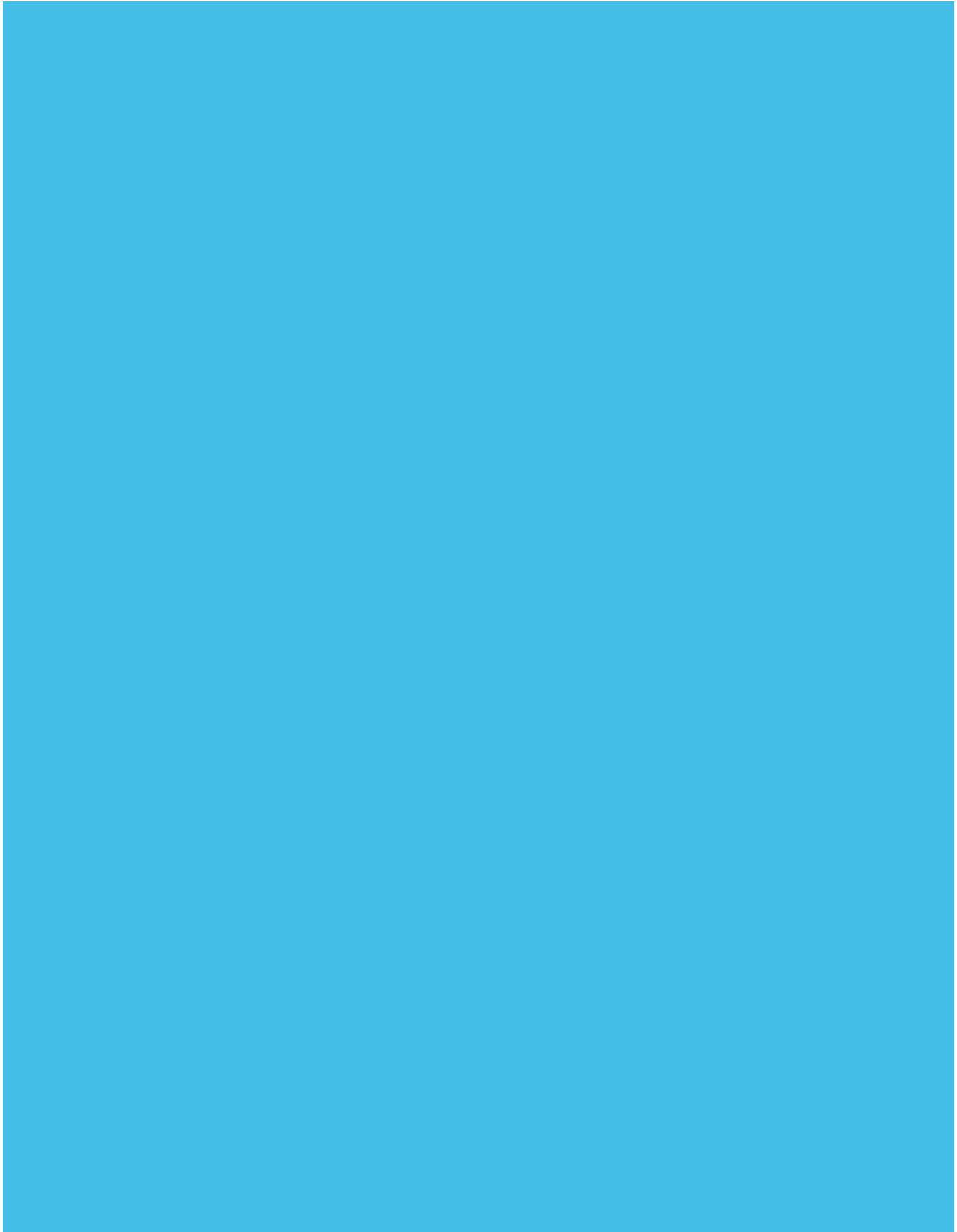
Language: a dynamic system used by particular communities for communicating with others. The choices we make with language enable us to accomplish many purposes (e.g., to represent experiences, share ideas, to enact roles and relationships, and act upon the world).

Language development: an interactive social process that occurs over time to expand what we *can do* with language.

Sociocultural context: the association of language with the culture and community in which it is used. In schools, it refers to the interaction among students and the classroom environment, along with the influences that shape the environment (e.g., purpose, topic, situation, participant's identities and social roles, audience).



Section 2: Understanding the WIDA ELD Standards Framework



Understanding the WIDA ELD Standards Framework

Underpinned by the four Big Ideas introduced in Section 1, the WIDA ELD Standards Framework is a language development standards framework for K-12 academic settings.

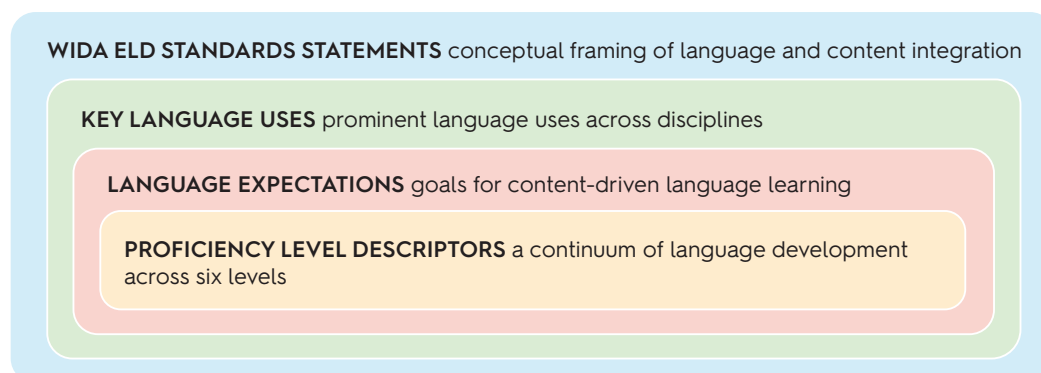
Sometimes people describe a standards framework as being like a map. In the same way that a map points out common, visible landmarks, a standards framework points out common, visible expectations for all students and helps to bring coherence across educational systems. The WIDA ELD Standards Framework is like a map in that it offers language expectations as destination points, as well as road signs to set goals for curriculum, instruction, and assessment for multilingual learners.

The WIDA ELD Standards Framework consists of four components, each explored in the following pages. These four components are like building blocks of language development, and range from broad to narrow in scope. They work together to make a comprehensive picture of language development:

- **Five WIDA ELD Standards Statements** provide the broadest conceptual framing and illustrate the integration of content and language. The standards statements show language use in the service of learning—in other words, language for thinking and doing. They address the language of schooling.
- **Key Language Uses** describe prominent ways that language is used in school, across all disciplines. When educators make choices about how to integrate content and language, the Key Language Uses can help provide focus and coherence.
- **Language Expectations** set goals for content-driven language learning. They add specificity to the ELD Standards Statements and Key Language Uses and make visible the language associated with the content areas. Language Expectations are the statements most similar to what educators generally find in academic content standards.
- **Proficiency Level Descriptors** (PLDs) describe a continuum of language development for activities that target Language Expectations. They provide a detailed articulation of how students might develop language across the six levels of English language proficiency.

Figure 2-1 shows the four components of the framework conceptualized as nested building blocks of language development within sociocultural contexts.

Figure 2-1: The Components of the WIDA ELD Standards Framework



The WIDA ELD Standards Statements

The five standards statements, introduced in Section 1, Table 1-1, represent the language of schooling and provide the broadest conceptual framing of content and language integration.

Each standard is shown in an abbreviated form in Table 2-1, below. Hence *ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts* is abbreviated as *Language for Language Arts* and its reference code is *ELD-LA*.

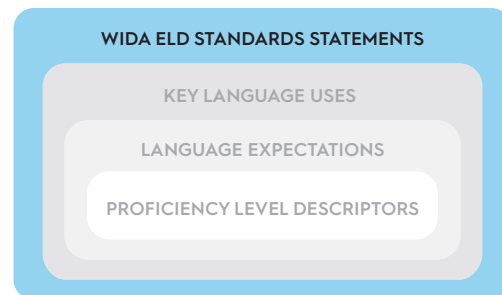


Table 2-1: Abbreviated forms of the Five English Language Development Standards Statements

Abbreviated forms of the Five English Language Development Standards Statements
ELD Standard 1: Language for Social and Instructional Purposes (ELD-SI)
ELD Standard 2: Language for Language Arts (ELD-LA)
ELD Standard 3: Language for Mathematics (ELD-MA)
ELD Standard 4: Language for Science (ELD-SC)
ELD Standard 5: Language for Social Studies (ELD-SS)

These abbreviated forms point to WIDA's functional approach to language development, drawing attention to

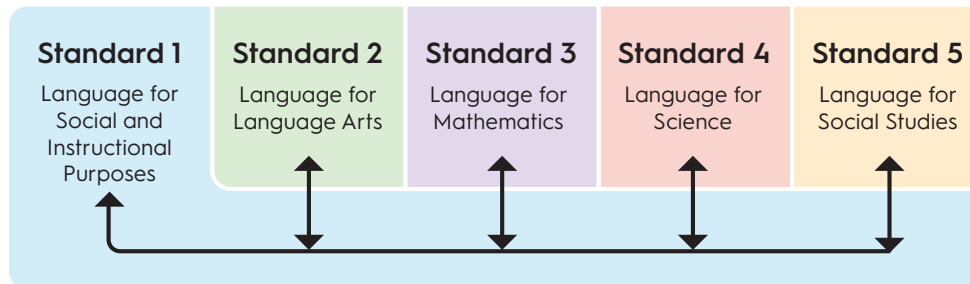
- The dynamic nature of language
- Communicative purposes of the discipline or content area
- The use of language to communicate and make meaning
- Language use in the service of learning—in other words, language for thinking and doing

Standard 1

ELD Standard 1, Language for Social and Instructional Purposes, is broader in scope and applicability than the other four ELD Standards Statements that are associated with discipline-specific learning. ELD Standard 1 applies across a range of educational settings, and works both independently from and in conjunction with ELD Standards 2-5. Students communicate to learn but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

ELD Standard 1 encompasses the experiential, linguistic, and cultural backgrounds and identities of multilingual learners in relation to the other ELD Standards. It draws attention to multilingual learners' positioning in the world that informs their meaning-making in the content areas. It reminds educators of strength-based approaches that meet students where they are in their own contexts, and to bridge the personal, social, and emotional to the academic.

Figure 2-2: Relationship among the WIDA ELD Standards



Standard 1 encompasses multilingual learners' use of language in the following situations:

- **As they expand their linguistic repertoire from English language proficiency level 1 to level 6.** ELD Standard 1 is not just for newcomers and young children, and it is not a precursor to learning disciplinary language. Rather, it encompasses opportunities for multilingual learners to develop language for social and instructional purposes at all language proficiency levels, all grade levels, and in all content areas.
- **Across all disciplines and school settings.** Language for social and instructional purposes is foundational for engagement and learning in every discipline—from core disciplines like language arts and mathematics—to visual and performing arts; health and physical education; cross-disciplinary endeavors like use of technology, and library/media center time; and school-wide activities and events. Language is a part of the entire school day and all educators share responsibility for engaging multilingual learners in rich opportunities to simultaneously learn content and language.
- **Across numerous topics, tasks, and situations.** ELD Standard 1 presents Language Expectations that apply to a range of activities and interactions. Some examples include setting classroom norms; establishing routines; following procedures; asking for clarification; discussing with peers; relating personal ideas, feelings, and views; and exploring languages, cultures, and perspectives.
- **While interacting with others.** Language is, after all, a social practice that is dependent on an awareness of one's own and others' identities, as well as the unique roles and purposes that participants have in communicating with different members of a learning community—including peers, teachers, administrators, counselors, paraprofessionals, interpreters, family and community liaisons, other support staff, and visitors to the school. Interactive learning increases opportunities for multilingual learners to engage fully in content learning and leverage their assets as support for their academic achievements.

Key Language Uses

As part of developing the WIDA ELD Standards Framework, 2020 Edition, WIDA researchers analyzed academic content standards, research literature, and disciplinary practices. They also incorporated an understanding of genre families—categories of texts that share specific characteristics, such as purpose, organization, or other similar patterns of language use. From this research, WIDA has identified four Key Language Uses—Narrate, Inform, Explain, and Argue—that can be used to prioritize and organize the integration of content and language.¹

Key Language Uses exemplify the Big Idea: Functional Approach to Language Development. They emphasize language use for particular purposes, with particular audiences, and in particular sociocultural contexts. They

- Bring focus and coherence to the language of schooling
- Help educators make choices to prioritize and coordinate content and language integration
- Serve as an organizing principle for the Language Expectations

WIDA recognizes that Key Language Uses are one of many different configurations for connecting content to language through standards. The increased emphasis on genre-centered pedagogy (teaching that highlights genres as a way of organizing language use) provides a natural point for collaboration between content and language educators, with Key Language Uses serving as a focus for that partnership.

Key Language Uses share some common aspects across disciplines, and yet each discipline also has unique ways of applying each. Below are brief definitions for each Key Language Use.

- **Narrate** highlights language to convey real or imaginary experiences through stories and histories. Narratives serve many purposes, including to instruct, entertain, teach, or support argumentation.
- **Inform** highlights language to provide factual information. As students convey information, they define, describe, compare, contrast, organize, categorize, or classify concepts, ideas, or phenomena.

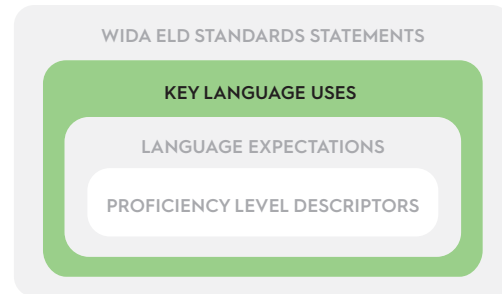
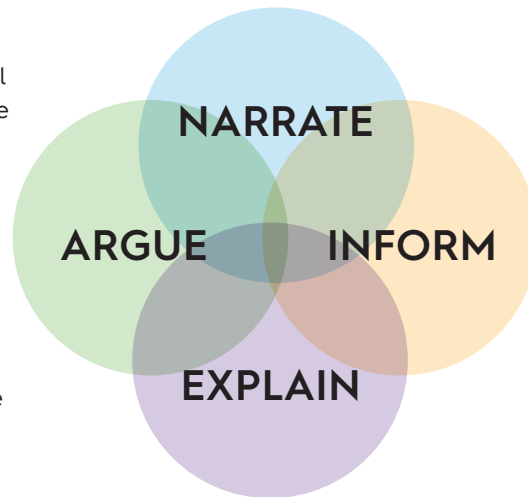


Figure 2-3: Four Key Language Uses



¹ WIDA Key Language Uses have been updated: their definition is refined in the 2020 Edition to mean genre families. “Recount” has been separated into “Narrate” and “Inform.” “Discuss” is not a genre family, but it is threaded throughout all Key Language Uses and applies across all five ELD standards.

- **Explain** highlights language to give an account for how things work or why things happen. As students explain, they substantiate the inner workings of natural, man-made, and social phenomena.
- **Argue** highlights language to justify claims using evidence and reasoning. Argue can be used to advance or defend an idea or solution, change the audience's point of view, bring about action, or accept a position or evaluation of an issue.

Key Language Uses can overlap and inform each other. Key Language Uses should not be considered strict categorical divisions. As genre families, Key Language Uses can intersect, blend, and build on each other. For example, as students develop complex explanations, they may inform (by naming, defining, describing, or comparing and contrasting something), and even narrate (e.g., by including an anecdote) as they work to help their audiences accurately understand the how or why of a concept (Explain). Narratives can be embedded within other expository structures, such as those in the families of Argue and Explain. Argue can incorporate elements of many Key Language Uses, as it seeks to show an audience the validity of a position or claim.

All Key Language Uses are present across all grade levels and disciplines, and yet at each grade-level cluster and discipline, some are more prominent than others. The emphasis placed on these four Key Language Uses is not intended to restrict curriculum and instruction; rather, it accentuates the most prominent genre families as an organizing principle for the ELD Standards. **The most prominent Key Language Uses are the basis for its Language Expectations.**

Genres are multimodal types of texts (oral, written, visual) that recur frequently for specific purposes, with specific discourse organization and language features (e.g., biographies).

Genres with similar characteristics (e.g., biographies, autobiographies, short stories) can be grouped together into **genre families** (e.g., narrate).

Key Language Uses reflect the most high-leverage genre families across academic content standards. They are **Narrate, Inform, Explain, and Argue.**

Key Language Uses can overlap and inform each other.

As genre families, Key Language Uses can intersect, blend, and build on each other.

All Key Language Uses are present across all grade levels and disciplines.

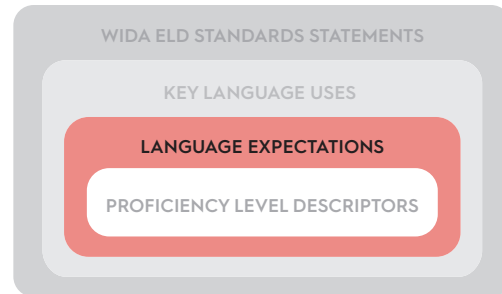
The emphasis placed on these four Key Language Uses is not intended to restrict curriculum and instruction; rather it accentuates the most prominent genre families as an organizing principle for the ELD Standards.



*For a deeper dive into the features of each Key Language Use across grades and disciplines, visit **Section 4: Resources—Key Language Uses: A Closer Look**. **Appendix C** shows K-12 distribution tables of the most prominent Key Language Uses by grade-level cluster and WIDA ELD Standard.*

Language Expectations

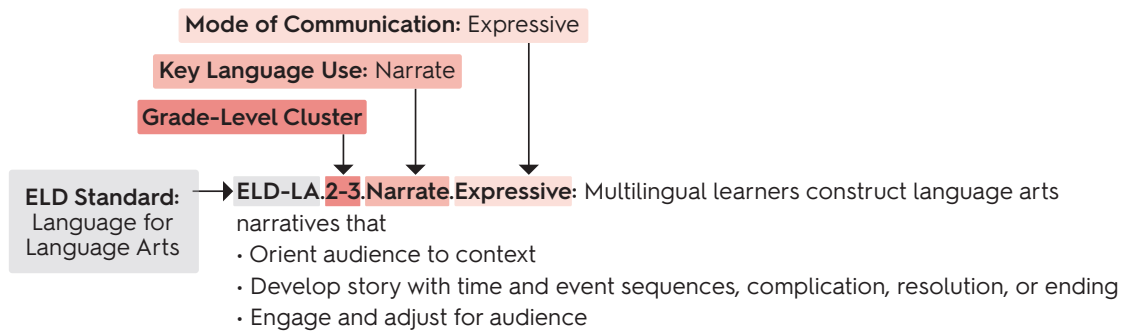
Language Expectations are goals for content-driven language instruction, adding specificity to the ELD Standards Statements and Key Language Uses. They are the statements most similar to what educators generally find in academic content standards. We'd like to call your attention to three aspects of Language Expectations: their reference codes, communication modes, Language Functions, and example Language Features.



Language Expectations: Reference Code

As illustrated in Figure 2-4, each Language Expectation has a reference code that includes the WIDA ELD Standard Statement (incorporating an academic content area), grade-level cluster, Key Language Use, and communication mode.

Figure 2-4: Example Reference Code for a Language Expectation

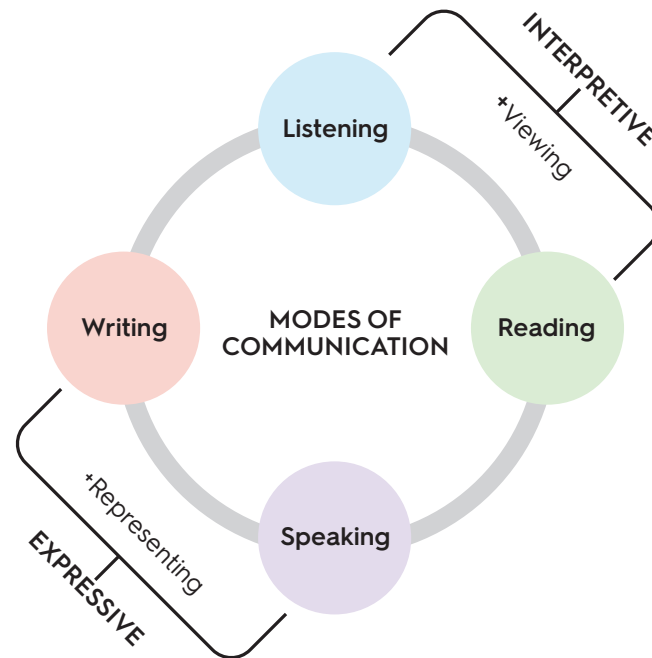


Language Expectations: Communication Modes

In the Language Expectations, the four individual language domains (listening, speaking, reading, and writing) are consolidated into two more inclusive modes of communication: **interpretive** and **expressive**.

- The **interpretive communication mode** encompasses listening, reading, and viewing
- The **expressive communication mode** encompasses speaking, writing, and representing

Figure 2-5: Modes of Communication



These two broader modes of communication (interpretive and expressive) increase accessibility options for students and emphasize multimodal forms of communication (namely, by adding viewing in conjunction with listening and reading as well as representing in conjunction with speaking and writing).

Language Expectations: Language Functions and Features

Developed from a systematic analysis of academic content standards, Language Expectations are built around a set of **Language Functions**. Language Functions are common patterns of language use that showcase particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation.

Reminder: the most *prominent* Key Language Uses are the basis for its Language Expectations.

Table 2-2 presents the Language Expectation for ELD-LA.2-3.Narrate.Expressive. It contains three Language Functions that highlight common patterns of language use associated with Language Arts narratives in grades 2-3:

- Orient audience to context
- Develop story with time and event sequences, complication, and resolution
- Engage and adjust for audience

In order to carry out particular Language Functions, language users rely on various language resources, including **Language Features** (e.g., types of sentences, clauses, phrases, and words). Together, the Language Functions and Features form a dynamic and illustrative set that shows some of the ways language works in service of content learning. Table 2-2 shows the Language Features that accompany the second Language Function from the Language Expectation ELD-LA.2-3.Narrate.Expressive.

Table 2-2: The Anatomy of a Language Expectation

Language Expectation ELD-LA.2-3.Narrate.Expressive		
Stem <i>Indicates interpretive or expressive mode</i>	Language Function Common patterns of language use associated with Key Language Uses (e.g., stages of the genre)	Example Language Features Sample language resources that carry out specific Language Functions (e.g., different types of sentences, clauses, phrases, and words)
Construct language arts narratives that...	Develop story with time and event sequences, complication, resolution, or ending through...	<ul style="list-style-type: none"> • Saying verbs (<i>yelled, said, whispered</i>) to add details about characters in dialogs • Verbs to describe what characters do, think, and feel • Pronouns, renaming, and synonyms to reference characters, situations, or ideas across the text (<i>Miguel=my little brother=he; that night=the worst night</i>) • Connectors to sequence time (<i>first, next, and then</i>), and events (<i>before, after, later</i>), and to combine and link event details (<i>and, but, so</i>)

This close integration of content and language invites collaboration between content and language educators as they collectively share responsibility for teaching multilingual learners. Language development is its own field of expertise, just as each discipline is. As content and language teachers dive deeper into standards-based planning and delivery of instruction, language specialists can help content teachers learn more about Language Functions and Features. Similarly, content teachers can help language specialists connect to content learning.

Proficiency Level Descriptors

Proficiency Level Descriptors (PLDs) are a detailed articulation of multilingual learners' growth in interpretive and expressive language across levels of English language proficiency.

PLDs describe how multilingual learners use language toward the end of each language proficiency level (PL) until they reach PL6. PL6 is open ended: it indicates that for all of us, language development continues throughout life. Each end-of-level descriptor includes and builds on previous proficiency levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). Educators should scaffold learning and resources across all levels of language proficiency.

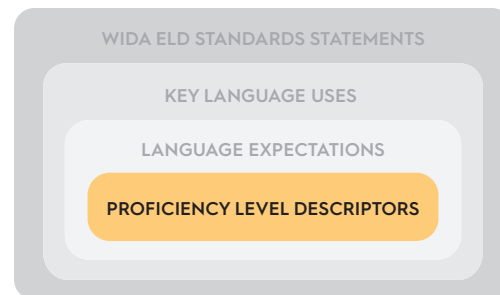
For the purposes of representation and understanding, PLDs describe proficiency in a linear way. However, language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors, including multilingual learners' familiarity with the topic, audience, and situation. Therefore, multilingual learners may take various paths to develop and reach Language Expectations.

At any given point along their continua of language development, multilingual learners may demonstrate a range of abilities within and across each proficiency level. For example, they may speak at a higher proficiency level while write at an earlier proficiency level. A proficiency level does not categorize a multilingual learner (e.g., 'a PL1 student'), but, rather, identifies snapshots of what a multilingual learner knows and can do at a particular stage of language development (e.g., 'a student at PL1' or 'a student whose listening performance is at PL1').

PLDs maintain consistency with the K-12 Performance Definitions of the 2012 edition of the WIDA ELD Standards. As such, the PLDs continue to be written according to the three dimensions of language use: discourse, sentence, and word/phrase.

The Dimensions of Language Use

The dimensions of language use are one way to conceptualize the linguistic system within a sociocultural context. Language users make choices in all three dimensions of language that contribute to how a text is purposely constructed to have the desired effect on its intended audience(s).



The relationship between Language Expectations and Proficiency Level Descriptors

Language Expectations offer goals for how all students might use language to meet academic content standards.

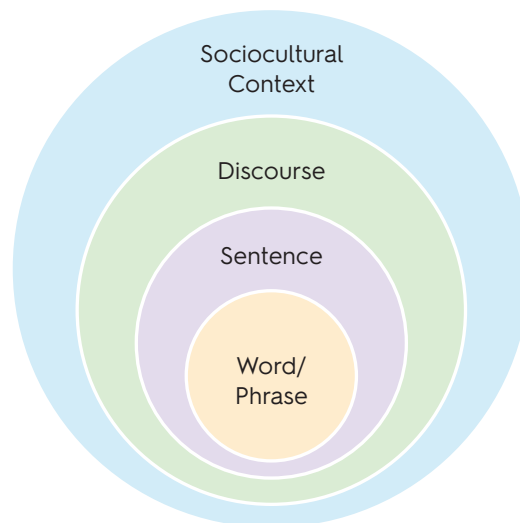
Proficiency Level Descriptors describe how multilingual learners might develop language across levels of English language proficiency as they move toward meeting Language Expectations.

The **discourse dimension** imparts overall meaning across an entire text, supported by the sentence and word/phrase dimensions. To consider how a language user constructs a meaningful message, begin by looking at the discourse dimension and the overarching message to see how language is organized to communicate particular ideas, how language holds ideas together in a text (its cohesion), and how loosely or tightly language is packed (its density).

The **sentence dimension** contributes to the grammatical complexity of a text. Language users make choices in how they express ideas and their interrelationships through clauses in various sentences types. These also help shape how a text is sequenced and connected.

The **word/phrase dimension** adds precision to communication. For example, language users strategically select everyday, cross-disciplinary, or technical language; employ multiple meanings and nuances of words and phrases; or play with their shades of meaning.

Figure 2-6: Dimensions of Language within a Sociocultural Context



Everyday language: language for representing ideas in nontechnical ways (e.g., dogs instead of canines)

Cross-disciplinary language: common academic language used across content area contexts (e.g., analyze, evaluate, summarize)

Technical language: specialized language associated with a content area such as science and history (e.g., mitosis, imperialism)

Table 2-3 updates the Features of Academic Language table (WIDA, 2014). It delineates five criteria across the three dimensions of language, framed within a sociocultural context. In addition to the dimensions and their criteria, the column to the far right presents sample features found in the PLDs.

**Table 2-3: Dimensions of Language in the Proficiency Level Descriptors:
Criteria Foci and Sample Language Features**

The three language dimensions operate within sociocultural contexts for language use.			
Dimension	Criteria	Focus on . . .	Sample Language Features
Discourse	Organization of language	How ideas are coherently organized to meet a purpose through organizational patterns characteristic of the genre	Whole text organizational patterns, such as introduction, body, conclusion; claim, evidence, reasoning
	Cohesion of language	How language connects ideas within and across sentences and discourse using a range of cohesive devices	Cohesive devices, such as repeated words, synonyms, pronoun substitution, connectors
	Density of language	How information in noun groups is expanded or consolidated	Noun groups expanded with resources, such as adjectives or other modifiers added before nouns, prepositional phrases following nouns, nominalization
Sentence	Grammatical complexity of language	How relationships are expressed with clauses through simple, compound, and complex sentences	Simple, compound, complex sentences; coordinating, subordinating conjunctions; dependent and independent clauses
Word/Phrase	Precision of language	How everyday, cross-disciplinary, and technical language more effectively conveys precise meaning	A variety of words and phrases, such as adverbials of time, manner, and place; verb types; abstract nouns

Applicable Uses of the WIDA Proficiency Level Descriptors

Below are some non-exhaustive examples of ways the PLDs may be used.

The PLDs might be used during

- Collaboration between language development and content area educators
- Professional learning activities about language development
- School team discussions about the language growth of multilingual learners
- Conversations with families in their preferred language

The PLDs might be used to

- Help design and scaffold classroom instruction and assessment tasks—as one tool among others
- Support teacher and student discussions around language performance in relation to learning goals
- Monitor progress of multilingual learners as they show language growth over time
- Evaluate evidence from student work (portfolio of speaking and writing samples) as part of the eligibility process for special services

Inapplicable Uses of the WIDA Proficiency Level Descriptors

The PLDs should not be used as restrictive examples or as a finite list of student abilities. Nor should they be used to limit access to complex texts and grade-level materials, participation in rigorous learning, or engagement in meaningful classroom discussions. Finally, the grade-level cluster PLDs should not be used to lower expectations or slow student growth.

The Proficiency Level Descriptors should not be used as a sole source to define or categorize a multilingual learner or teacher.

PLDs should not be used as the single document or as the only evidence in high-stakes situations such as

- Identification for special education services; for example in trying to obtain cognitive support services solely based on a student's English language proficiency level
- Description of cognitive ability
- Identification of student readiness abilities
- Tracking for remediation or enrichment
- Grading in report cards
- Consideration for grade placement or retention
- Evaluation of teachers

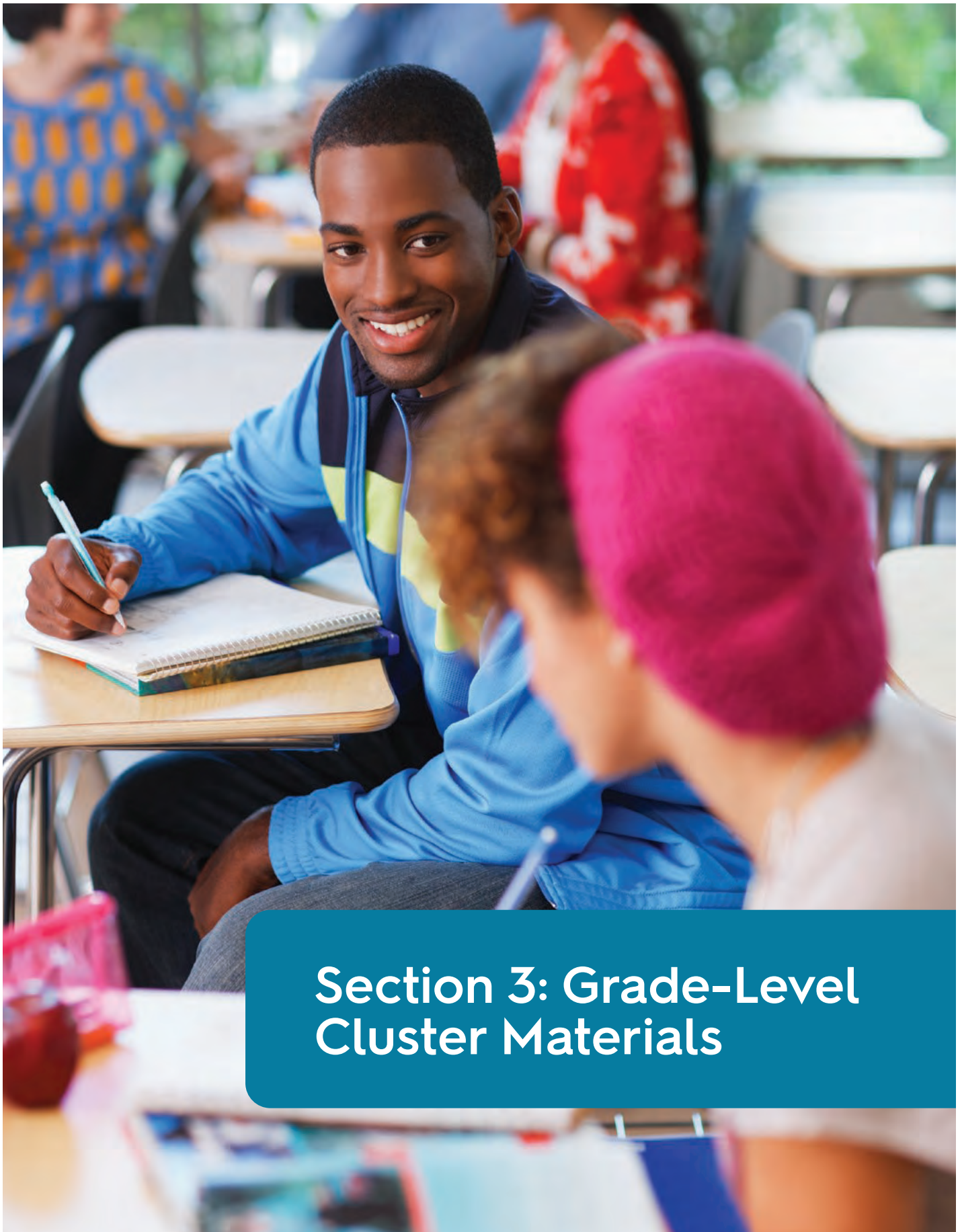
The WIDA ELD Standards Framework: What It is and What It is Not

The WIDA ELD Standards Framework, together with cross-disciplinary academic content standards and disciplinary practices, defines the language multilingual learners need as they move toward college, career, and civic readiness.

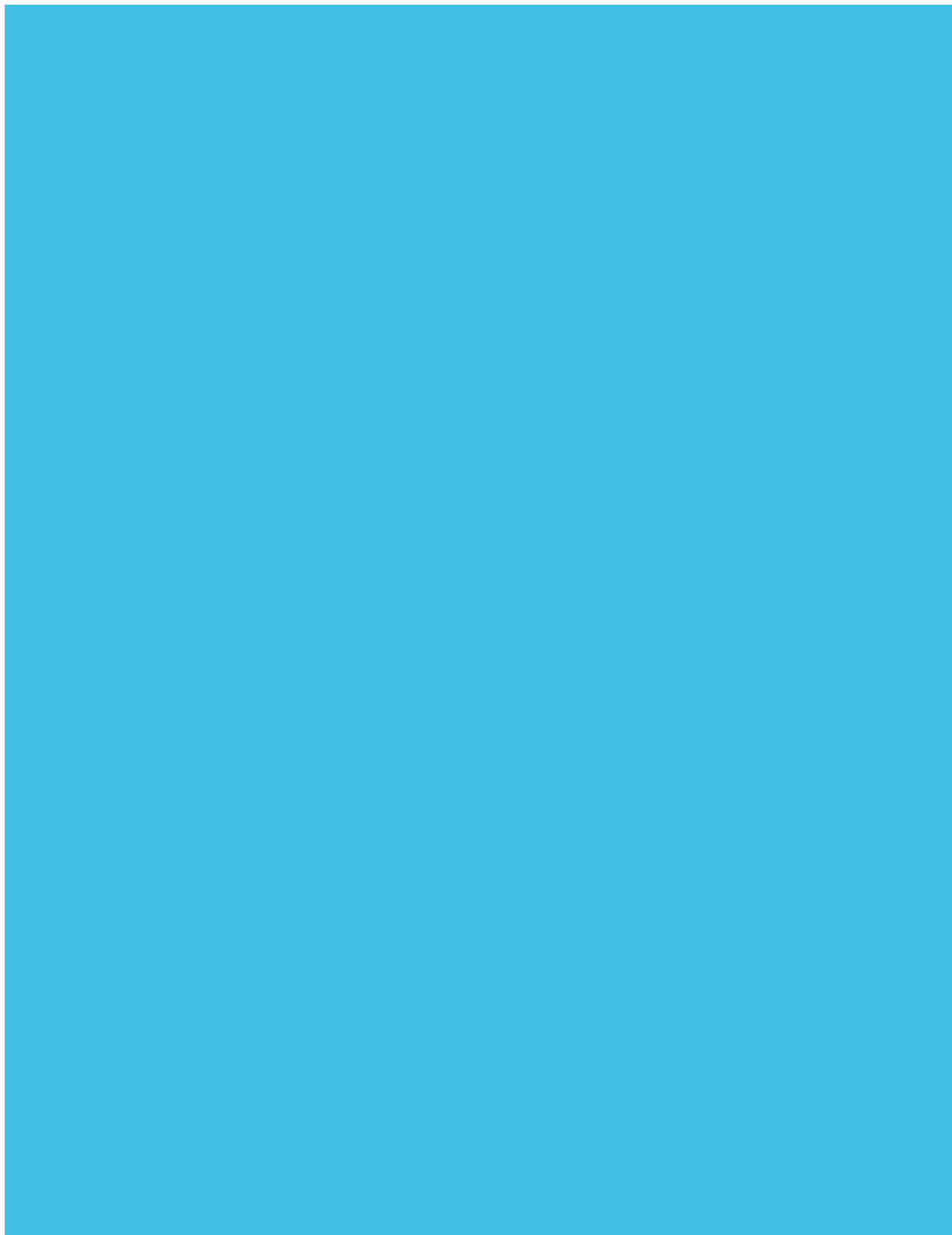
The WIDA ELD Standards Framework does not—indeed, cannot—enumerate all or even most of the language of school. Use of the Standards Framework must therefore be complemented by a well-developed, content-rich curriculum and effective pedagogical approaches within an equitable educational program for multilingual learners (See Section 4: Resources—Collaborative Planning for Content and Language Integration: A Jump-Off Point for Curricular Conversations).

Table 2-4: What the WIDA ELD Standards Framework is and What It Is Not

The WIDA ELD Standards Framework is	The WIDA ELD Standards Framework is NOT intended to be
<ul style="list-style-type: none"> • A description of clear and measurable goals for language learning represented by <ul style="list-style-type: none"> • Language Expectations for interpretive and expressive modes of communication • Grade-level cluster PLDs of what multilingual learners can do at consecutive language proficiency levels • A resource for state, district, and school accountability • A guide for informing the design of linguistically and culturally sustaining curriculum, instruction, and assessment • A central component of the comprehensive WIDA research-based system of language standards, assessment, and professional learning 	<ul style="list-style-type: none"> • Statements of grade-level knowledge and skills • A prescriptive document to be enacted without consideration for the local setting • A de facto curriculum or course of study • Specific lessons associated with units of learning with a series of language objectives • A step-by-step process for teaching and learning • An endorsement for any particular language pedagogy • A form of evaluation or a basis for grading • A compendium of academic content standards and disciplinary practices • Used in isolation, independent of grade-level content



Section 3: Grade-Level Cluster Materials



Grade-Level Cluster Materials

WIDA recognizes that English language development occurs over multiple years, is variable, and depends on many factors, such as multilingual learners' ages, maturation, classroom experiences, motivation, attitudes, and types of educational programming.

With this in mind, we have developed sets of materials that are appropriate for students in different grade-level clusters (K, 1, 2-3, 4-5, 6-8, and 9-12). Within each grade-level cluster section, the materials are organized according to the components of the WIDA ELD Standards Framework, and include some additional resources. The grade-level cluster materials help educators enact the WIDA ELD Standards Framework.

Please be sure you have read the information in the previous two sections of this publication:

- Section 1 introduces the Big Ideas that are threaded throughout this document.
- Section 2 introduces the components of the WIDA ELD Standards Framework.

The table on the next page shows the components of the WIDA ELD Standards Framework on the left, and the corresponding grade-level cluster materials on the right.

Grade-level cluster materials rely on a deep understanding of how language works in the service of content learning. Whereas we recognize that collaboration is not possible in every situation, partnerships between language and content teachers are critically important for planning and enacting curriculum, instruction, and assessment for multilingual learners.



Table 3-1: Representations of the Components of the WIDA ELD Standards Framework in Grade-Level Cluster Materials

Section 2: Components of the WIDA ELD Standards Framework	Section 3: Representation of the Framework in Each Grade-Level Cluster Section
WIDA ELD Standards Statements – Language for Social and Instructional Purposes, Language for Language Arts, Language for Mathematics, Language for Science, and Language for Social Studies – the broadest conceptual framing of language and content integration	WIDA ELD Standards Statements – Remain the same from kindergarten through grade 12
Key Language Uses – Narrate, Inform, Explain, Argue – select genre families summarizing the most prominent language uses across academic content standards	Key Language Use Distribution Table – Most prominent Key Language Uses for a particular grade-level cluster and ELD standard
Language Expectations – Interpretive and expressive goals for content-driven language learning	Language Expectations , along with embedded Language Functions and example Language Features
Proficiency Level Descriptors – Continua of language development across six language proficiency levels and six grade-level clusters	Proficiency Level Descriptors – A continuum of language development across six language proficiency levels for a particular grade-level cluster

An additional resource in Section 3, **Annotated Language Samples**, illustrates WIDA ELD Standards Statements, Key Language Uses, and Language Expectations, Functions, and Features in authentic grade-level texts. These samples are drawn from teachers and multilingual students from across the WIDA Consortium. Together, the grade-level cluster materials enhance visibility of language to help educators enact the WIDA ELD Standards Framework, planning for the simultaneous development of content and language in systematic, sustained, and explicit ways.

K

Kindergarten

KINDERGARTEN

Entering kindergarten is a big milestone for many children and their families. Children develop in different ways and at different rates, but in general, kindergartners tend to be quite active—playing, running, enjoying being silly, and making friends. Around this time, young children learn many new skills, from hopping on one foot, to holding a pencil, cutting with scissors, and recognizing colors, shapes, numbers, and letters. As kindergartners develop in social-emotional ways, they are also beginning to learn academic concepts through language and other multimodal means of communication.

The physical, hands-on world of kindergartners fosters their language development. Make-believe, singing, dancing, and playing games create natural connections between school and home, where, bolstered by their families, multilingual learners interact in multiple languages and draw on their cultures and experiences to express feelings, tell stories, and enter the world of print.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for kindergarten:

- The most prominent **Key Language Uses**
- **Language Expectations**, Language Functions, and Language Features
 - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic kindergarten texts
- **Proficiency Level Descriptors**

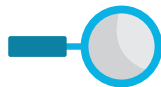
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-2 offers snapshots of some ways students engage in each Key Language Use throughout kindergarten.

Table 3-2: Snapshots of Key Language Uses in Kindergarten

Snapshots of Key Language Uses in Kindergarten	
Narrate	<ul style="list-style-type: none"> • Reflect on their lived experiences • Retell personal experiences • Create imaginative new stories through multimodal text, combining drawings and spelling approximations
Inform	<ul style="list-style-type: none"> • Describe observations about the world around them • Share observations about experiences and topics they know well • Compare and contrast information about individual entities • Categorize objects
Explain	<ul style="list-style-type: none"> • Wonder and ask questions about natural observable phenomena, such how caterpillars become butterflies • Construct pictorial representations of their emerging understandings of phenomena • Ask and answer how things work or why things are the way they are
Argue	<ul style="list-style-type: none"> • Express likes and dislikes on familiar topics, such as food and games • Express emotions stemming from personal experiences • Share opinions about issues from their own lives



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The most prominent Key Language Uses in kindergarten are the basis for its Language Expectations. They are marked with a filled-in circle (●) in the boxes of Table 3-3. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-3: Distribution of Key Language Uses in Kindergarten

Distribution of Key Language Uses in Kindergarten				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	●	◐	◐
4. Language for Science	○	●	●	◐
5. Language for Social Studies	◐	●	○	◐

 Most Prominent
  Prominent
  Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Functions

Language Expectations are built around a set of **Language Functions**. Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-1, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive Language Expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

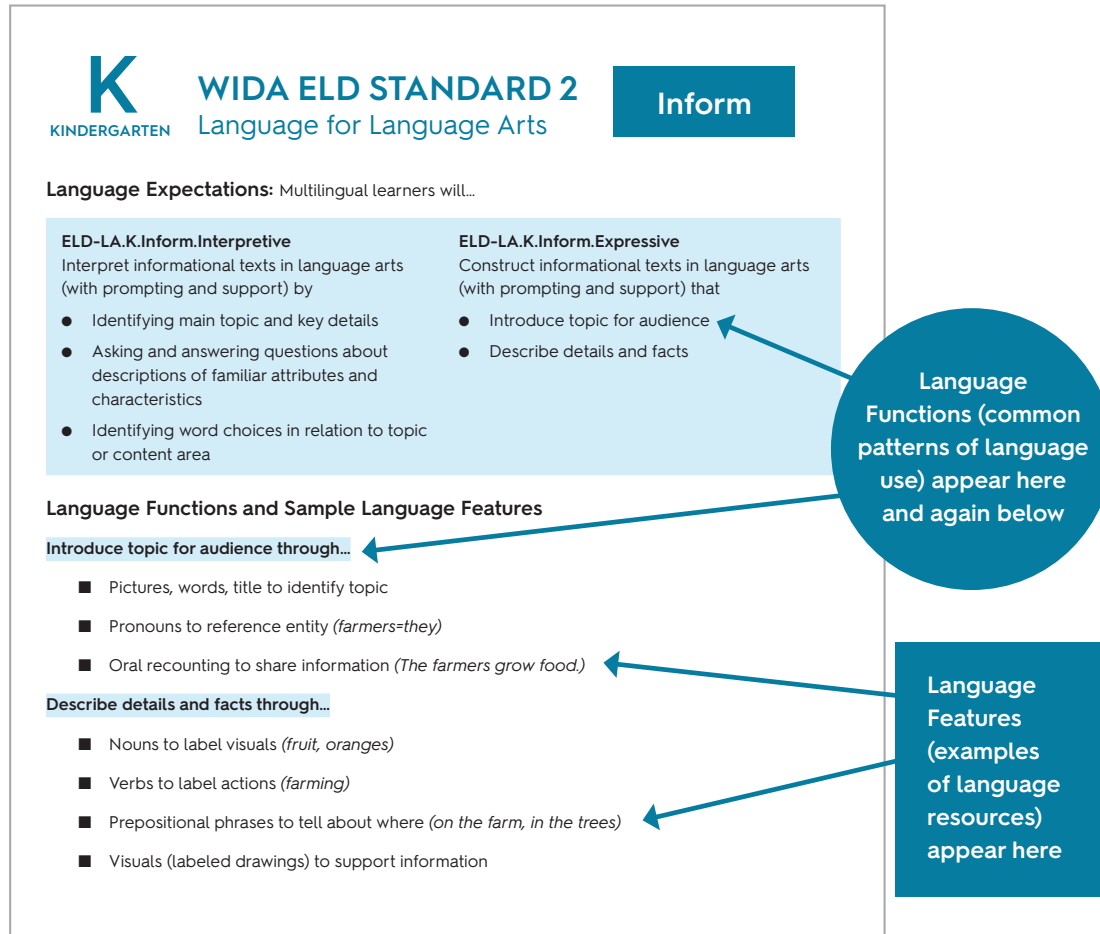
Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-1, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-1 on the next page shows how the Language Functions and Language Features appear.

Figure 3-1: Kindergarten Language Functions and Language Features



K WIDA ELD STANDARD 1

KINDERGARTEN Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations are the same for students in kindergarten through grade 3.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences



WIDA ELD STANDARD 1

Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information



WIDA ELD STANDARD 2

Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.K.Narrate.Interpretive

Interpret language arts narratives (with prompting and support) by

- Identifying key details
- Identifying characters, settings, and major events
- Asking and answering questions about unknown words in a text

ELD-LA.K.Narrate.Expressive

Construct language arts narratives (with prompting and support) that

- Orient audience to story
- Describe story events

Language Functions and Sample Language Features

Orient audience to story through...

- Pictures, words, title, simple statements, or common story expressions to introduce context
- Noun groups to state who or what the story is about (*tall man, baby bear*)
- Prepositional phrases to specify location and time (*at Grandma's house, by the river; in the winter, at night*)

Describe story events through...

- Verbs to describe character actions (*jumped*), feelings (*was sad*), behaviors (*eating*)
- Connectors to establish sequence (*then, after, and*)
- Pronouns and renaming to reference a character across the text (*the girl=she=Nancy*)



WIDA ELD STANDARD 2

Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.K.Inform.Interpretive

Interpret informational texts in language arts (with prompting and support) by

- Identifying main topic and key details
- Asking and answering questions about descriptions of familiar attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.K.Inform.Expressive

Construct informational texts in language arts (with prompting and support) that

- Introduce topic for audience
- Describe details and facts

Language Functions and Sample Language Features

Introduce topic for audience through...

- Pictures, words, title to identify topic
- Pronouns to reference entity (*farmers=they*)
- Oral recounting to share information (*The farmers grow food.*)

Describe details and facts through...

- Nouns to label visuals (*fruit, oranges*)
- Verbs to label actions (*farming*)
- Prepositional phrases to tell about where (*on the farm, in the trees*)
- Visuals (labeled drawings) to support information



WIDA ELD STANDARD 3

Language for Mathematics

Inform

Language Expectations: Multilingual learners will...

ELD-MA.K.Inform.Interpretive

Interpret mathematical informational texts (with prompting and support) by

- Identifying concept or object
- Describing quantities and attributes

ELD-MA.K.Inform.Expressive

Construct mathematical informational texts (with prompting and support) that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities

Language Functions and Sample Language Features

Define or classify concept or entity through...

- Single nouns to represent class of things (*colors, shapes, patterns*)
- Relating verbs (*be, have*) to define, describe, or classify (*The pattern is red, blue, red, blue.*)

Describe a concept or entity through...

- Expanded noun groups to add specificity (*The red star has five points.*)
- Sequential signals (*first, second, then, last*) to describe patterns (*First is a green bear, then two blue bears.*)
- Prepositional phrases (*behind, on top of, under, next to, below, above*) to specify location (*The blue star is next to the green triangle.*)

Compare/contrast concepts or entities through...

- Comparison/contrast language (*both, same, different*) and pointing to differentiate between entities (*This pattern is different than that one.*)
- Causal language (*because, so*) and demonstration to provide reasoning (*I can make a triangle because I have three sticks.*)



WIDA ELD STANDARD 4

Language for Science

Inform

Language Expectations: Multilingual learners will...

ELD-SC.K.Inform.Interpretive

Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying a concept or entity

ELD-SC.K.Inform.Expressive

Construct scientific informational texts that

- Introduce others to a topic or entity
- Provide details about an entity

Language Functions and Sample Language Features

Introduce others to a topic or entity through...

- Pictures, words, drawings to introduce others to the topic
- Generalized nouns to identify class of things (*pollinators, insects*)
- Pronouns (*it, they*) to reference entity or idea (*insects=they*) (demonstratives identify that this is a plant)
- Oral recounting to share information (*The butterflies fly for a really long time.*)

Provide details about an entity through...

- Prepositional phrases to tell about where (*in the trees, on the flowers, next to, above, below*)
- Verbs to label actions (*fly, grow, eat*)
- Relating verbs (*be, have*) to define entity (*Butterflies are pollinators. Butterflies have antennae.*)
- Adjectives to add details (*red and black wings*)
- Pictures, labeled drawings, words to categorize, compare, and contrast information (*moths=night, butterflies=day*)

K WIDA ELD STANDARD 4

KINDERGARTEN Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.K.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Using information from observations to find patterns and to explain how or why a phenomenon occurs

ELD-SC.K.Explain.Expressive

Construct scientific explanations that

- Describe information from observations about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

Language Functions and Sample Language Features

Describe information from observations about a phenomenon through...

- Single words to identify context (*floating, sinking*)
- Relating verbs (*have, be*) to state relationships or attributes
- Pictures, diagrams, to add information or illustrate phenomenon

Relate how a series of events causes something to happen through...

- Nouns to represent concepts (*investigation*)
- Simple sentences to describe the phenomenon (*A feather floats.*)
- Cohesion to reference ideas, people across text, including pronouns, articles, demonstratives (*it, a, the, this, that*)
- Causal connectors to combine ideas into logical relationships (*so, because, when/then*)
- Connectors to link or compare observations (*Paper floats but rocks sink.*)

Compare multiple solutions to a problem through...

- Simple statements to represent conclusions (*Heavy things float.*)



WIDA ELD STANDARD 5

Language for Social Studies

Inform

Language Expectations: Multilingual learners will...

ELD-SS.K.Inform.Interpretive

Interpret informational texts in social studies by

- Determining topic associated with a compelling or supporting question
- Defining attributes and characteristics in relevant information

ELD-SS.K.Inform.Expressive

Construct informational texts in social studies that

- Introduce topic associated with a compelling or supporting question
- Provide a detail about relevant information

Language Functions and Sample Language Features

Introduce topic associated with a compelling or supporting questions through...

- Pictures, words, title to identify topic or concept (*My Neighborhood, Activities*)
- Visuals (labeled drawings, diagrams) to share information about topic attributes

Provide a detail about relevant information through...


- Nouns to label visuals or cultural items (*family members, weather words, food, events*)
- Verbs to label actions and activities (*dancing, cooking*)
- Prepositional phrases to tell about location (*on the block, in the house, next to the store, at Grandma's house, on the bus*)
- Adjectives to add description to labeled nouns and simple sentences (*It is a sunny day.*)

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a blue background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.



WIDA ELD STANDARD 2

Language for Language Arts

Narrate

Annotated Language Sample

Context: This text was written by a multilingual kindergartner. At this time, students were writing every day about their lives or about books they were reading. This is the first of two texts presented here, written by the same kindergartner on two consecutive days. Both are modeled after a book the learner was reading.

Prompt: It's story writing time!

Language Expectation: ELD-LA.K.Narrate.Expressive

Multilingual learners use language to construct language arts narratives (with prompting and support) that

- Orient audience to story
- Describe story events

Functions & Features		Functions & Features
Orient audience to story through... Simple statements • Brather ... hopey Noun groups to introduce context • Brather [brother] • Mother	<p>Brather [Brother] is hopey [hoping].</p> <p>Mother is hoee [home].</p> <p>He will wear boots and a scarf.</p>	Describe story events through... Verbs (and verb groups) • is hopey [hoping] • will wear Pronoun to reference characters • Brather ... he

Example of Student Writing

K WIDA ELD STANDARD 4

KINDERGARTEN Language for Science

Inform

Annotated Language Sample

Context: This is the second text written by the same multilingual kindergartner (the first is on the previous page). The student had been reading informational books about animals.

Prompt: "Ok friends, it's writing time! Get out your notebooks and pencils. Remember you can write about books you are reading."

Language Expectation: ELD-SC.K.Inform.Expressive

Multilingual learners use language to construct scientific informational texts that

- Introduce others to a topic or entity
- Provide details about an entity

Functions & Features		Functions & Features
<p>Introduce others to the topic through...</p> <p>Generalized nouns</p> <ul style="list-style-type: none"> • <u>a_gosling</u> • <u>a_piglet</u> • <u>a_calf</u> • <u>a_wing</u> • <u>a_tail</u> • <u>a_nose</u> 	<p><u>A_gosling</u> <u>has</u> <u>a_wing</u>.</p> <p><u>A_piglet</u> <u>has</u> <u>a_tail</u>.</p> <p><u>A_calf</u> <u>has</u> <u>a_nose</u>.</p> <p>...</p> <p>This horse <u>is</u> <u>fast</u>. This duck and this pig <u>are</u> <u>slow</u>.</p>	<p>Provide details about an entity through...</p> <p>Relational verbs</p> <ul style="list-style-type: none"> • <u>has</u>, <u>is</u>, <u>are</u> <p>Adjectives to add details</p> <ul style="list-style-type: none"> • <u>fast</u> • <u>slow</u> <p>Noun groups to add details</p> <ul style="list-style-type: none"> • <u>a_wing</u> • <u>a_tail</u>

Example of Student Writing

A gosling has a wing.
 A piglet has a tail.
 A calf has a nose.
 This horse is fast.
 This duck and this pig are slow.

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
 - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grade K WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around topics (<i>my family</i>) with words, pictures, phrases, or chunks of language	around topics (<i>all about me</i>) with repetition, rhyming, and common language patterns	around topics (<i>all about me</i>) with repetition, rhyming, and other language patterns with short sentences	to meet a purpose (<i>to inform, narrate, entertain</i>) through multiple related sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	patterned language with repetitive words	patterned language with repetitive words and phrases (<i>This is a duck. The duck says quack, quack. This is a goat.</i>)	repetitive words and phrases across a text (<i>Brown bear, brown bear, what do you see?</i>)	some frequently used cohesive devices (demonstratives: <i>this, these, that, those</i>)	a few different types of cohesive devices (<i>repetition, pronoun referencing, etc.</i>)	multiple types of cohesive devices (<i>synonyms, antonyms, repetition</i>)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	labels with single nouns (<i>ball, car</i>)	frequently used single noun groups (<i>my toys, my car, your ball?</i>)	frequently used multi-word noun groups (<i>my favorite book</i>)	multi-word noun groups with connectors (<i>a shiny truck and a red ball</i>)	expanded noun groups with classifiers (<i>the red fire truck</i>)	expanded noun groups with prepositional phrases (<i>the red fire truck in the station</i>)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	words, pictures, and phrases (<i>Anna's chair</i>)	words, pictures, phrases, and chunks of language (<i>ran to her room</i>)	chunks of language (<i>sat in her chair, jumps on her bed</i>)	simple sentences (<i>She picked it up.</i>)	related simple sentences (<i>She picked it up. She carried it to her room.</i>)	multiple related simple sentences (<i>She picked it up. She carried it to her room. She opened it up.</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	a few words and phrases in familiar contexts and topics (<i>map, desk, hello</i>)	repeated words and phrases in familiar contexts and topics (<i>sound it out, think first</i>)	frequently used words and phrases in familiar contexts (<i>time to clean up</i>)	situation-specific words and phrases (<i>What sounds do we hear?</i>)	an increasing number of words and phrases (<i>We need four different colors to make a pattern.</i>)	a growing number of words and phrases in a variety of contexts (<i>special visitor, school assembly</i>)

Grade K WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose (<i>and, then</i>)	short sentences that convey an intended purpose with emerging organizational patterns	sentences linked together to convey an intended purpose (inform: <i>The parrot eats nuts and seeds.</i>)	text that conveys an intended purpose with emerging organizational patterns (<i>first, and then, also, next</i>)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	single words and phrases related to topic (<i>water, leaf</i>)	an emerging use of cohesive devices (repetition: <i>water, water, the water</i>)	a few frequently used cohesive devices (repetition: <i>this leaf is red, this leaf is yellow</i>)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	simple types of elaboration (newly learned single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the</i> or <i>these clouds</i>)
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	words, pictures, and phrases (<i>cats and dogs</i>)	words, pictures, phrases and chunks of language (<i>cats meow and dogs bark</i>)	sentence fragments (<i>cats and dogs</i>)	sentence fragments and emerging use of simple sentences (<i>Dogs sleep, Dogs bark.</i>)	simple sentences (<i>Cats like to climb. Dogs like to run.</i>)	sentences with emerging use of clauses (<i>My cat sleeps all day. My dog runs all the time. They are my pets.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	frequently reoccurring words and phrases (<i>Good Morning, let's play</i>)	emerging use of words and phrases with attempted precision (<i>Today is Friday, September 15.</i>)	few frequently used words and phrases with emerging precision (<i>lunch time, morning meeting</i>)	some frequently used words and phrases with some precision (<i>my pattern is red, blue, red, blue</i>)	a small repertoire of words and phrases with developing precision (<i>beautiful butterfly, repeating pattern</i>)	a growing repertoire of words and phrases with growing precision (<i>green and yellow stripes</i>)

GRADE 1

Moving from kindergarten to first grade can mean big changes for children in the way they think about and interact with peers and their surroundings. In general, these young learners tend to ask and answer questions about the world, themselves, and texts in multimodal ways (for example, oral, visual, or written). Social and thinking skills develop rapidly as first graders actively explore their environment and look for answers in increasingly logical ways. Working with partners or in small groups, students feel proud to share their discoveries with others. They start to combine spoken language with some reading and writing, and make connections among ideas, illustrations, and words.

In first grade, educators and families may easily connect school to home by encouraging multilingual learners to share observations about the world in multiple languages. For example, academic learning can readily be reinforced at home simply by walking around the neighborhood to describe plant life or notice environmental print. Activities like dancing, playing games, and doing chores are also great opportunities to strengthen the home-school connection in culturally and linguistically sustaining ways. Likewise, in school, multicultural books allow students to practice academic concepts in ways that reflect the experiences of multilingual learners and their families.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grade 1:

- The most prominent **Key Language Uses**
- **Language Expectations**, Language Functions, and Language Features
 - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

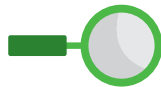
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-4 offers snapshots of some ways students engage in each Key Language Use throughout grade 1.

Table 3-4: Snapshots of Key Language Uses in Grade 1

Snapshots of Key Language Uses in Grade 1	
Narrate	<ul style="list-style-type: none"> • Imagine and create new stories • Begin to develop a sense of story structures • Interpret narratives read aloud with predictable structures and language patterns
Inform	<ul style="list-style-type: none"> • Describe and define familiar concepts or topics • Categorize and classify information • Interpret and construct brief descriptions or reports on familiar, concrete entities, such as animals, objects, places, or people
Explain	<ul style="list-style-type: none"> • Describe their observations in relation to concrete phenomena in their immediate environment • Ask and answer questions about how things work or why things are the way they are • Interpret and construct multimodal representations of their emerging understandings of observed relationships
Argue	<ul style="list-style-type: none"> • Formulate opinions • Give reasons for their opinions • Interpret persuasive texts



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grade 1 are the **basis for its Language Expectations**. They are marked with a filled-in circle (●) in the boxes of Table 3-5. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-5: Distribution of Key Language Uses in Grade 1

Distribution of Key Language Uses in Grade 1				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	●	◐	◐
4. Language for Science	○	●	●	◐
5. Language for Social Studies	◐	●	○	●

 Most Prominent
  Prominent
  Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Function

Language Expectations are built around a set of **Language Functions**. Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-2, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-2, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-2 on the next page shows how the Language Functions and Language Features appear.

Figure 3-2: Grade 1 Language Functions and Language Features

GRADE
1

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

<p>ELD-LA.1.Inform.Interpretive Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> Identifying main topic and/or entity and key details Asking and answering questions about descriptions of attributes and characteristics Identifying word choices in relation to topic or content area 	<p>ELD-LA.1.Inform.Expressive Construct informational texts in language arts that</p> <ul style="list-style-type: none"> Introduce and define topic and/or entity for audience Describe attributes and characteristics with facts, definitions, and relevant details
---	---

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Title, generalized nouns to introduce topic (*The Desert, Lizards*)
- Relating verbs (*have, be, belong to*) to define the topic (*Lizards are reptiles.*) or state of entity (*The river is long.*)
- Pronouns (*it, they*), demonstratives (*this, these, that, those*), renaming (*lizard=it*) to reference topic across text

Describe attributes and characteristics with facts, definitions, and relevant details through...

- Noun groups to add description and precision that answer questions about what something is like, or its color, shape, or size (*red and yellow feathers*)
- Prepositional phrases to describe place or location (*on the ground, in Antarctica*)
- Compound sentences to add details (*Birds like fruit and seeds. The river is long and deep.*)
- Doing verbs to describe actions (*eats, lives*)
- Visuals (labeled drawings) to support information

Language
Functions (common
patterns of language
use) appear here
and again below

Language
Features
(examples
of language
resources)
appear here

GRADE

1

WIDA ELD STANDARD 1

Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations are the same for students in kindergarten through grade 3.

Language Expectations: Multilingual learners will...

Narrate**ELD-SI.K-3.Narrate**

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform**ELD-SI.K-3.Inform**

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

GRADE

1

WIDA ELD STANDARD 1

Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

GRADE

1

WIDA ELD STANDARD 2

Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.1.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Narrate.Expressive

Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to story through...

- Pictures, words, title, statements or common story expressions (*Once upon a time*) to introduce context
- Noun groups to state who or what the story is about (*the white swans, Joey's big family*)
- Simple statements to introduce the problem (*They got lost.*)
- Prepositional phrases to specify location and time (*by the river, in the barn, during the summer, last year, every night*)

Develop story events through...

- Verbs to describe what characters do, think, feel, and say
- Connectors to sequence time (*first, next, and then*), and events (*before, after, later*), and to combine and link event details (*and, but, so*)
- Pronouns, renaming, and synonyms to reference a character or idea across the text (*my neighbor=Bob, the tree fort=my special place*)
- Simple statement to provide closure (*The End, And then we went home.*)

Engage and adjust for audience through...

- Pictures and other graphics to complement the storyline
- Word choices to convey attitudes, develop suspense, share excitement (*my best friend, really scary, wonderful!*)
- Literary and familiar expressions (*big, ugly monster; run, run as fast as you can!*), sensory language (*yucky*) onomatopoeia (*BOOM! CRASH!*) to add interest; tone of voice and gesturing to tell a story

GRADE

1

WIDA ELD STANDARD 2

Language for Language Arts

Inform

Language Expectations: Multilingual learners will...**ELD-LA.1.Inform.Interpretive**

Interpret informational texts in language arts by

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions of attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.1.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

Language Functions and Sample Language Features**Introduce and define topic and/or entity for audience through...**

- Title, generalized nouns to introduce topic (*The Desert, Lizards*)
- Relating verbs (*have, be, belong to*) to define the topic (*Lizards are reptiles.*) or state of entity (*The river is long.*)
- Pronouns (*it, they*), demonstratives (*this, these, that, those*), renaming (*lizard=it*) to reference topic across text

Describe attributes and characteristics with facts, definitions, and relevant details through...

- Noun groups to add description and precision that answer questions about what something is like, or its color, shape, or size (*red and yellow feathers*)
- Prepositional phrases to describe place or location (*on the ground, in Antarctica*)
- Compound sentences to add details (*Birds like fruit and seeds. The river is long and deep.*)
- Doing verbs to describe actions (*eats, lives*)
- Visuals (labeled drawings) to support information

GRADE

1

WIDA ELD STANDARD 3

Language for Mathematics

Inform

Language Expectations: Multilingual learners will...

ELD-MA.1.Inform.Interpretive

Interpret mathematical informational texts by

- Identifying concept or entity
- Describing attributes and characteristics

ELD-MA.1.Inform.Expressive

Construct mathematical informational texts that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities

Language Functions and Sample Language Features

Define or classify concept or entity through...

- Generalized nouns to identify class of things (*shapes, patterns, properties*)
- Relating verbs (*be, have*) to define, describe, or classify (*Rectangles have four sides. This is a closed shape.*)

Describe a concept or entity through...

- Expanded noun groups to add specificity (*this has three equal sides*)
- Technical word choices to add precision and detail (*flat or solid shapes*)
- Common phrasal verbs (*part of, put together*) to describe concepts (*These two halves are part of the whole triangle.*)
- Conditional clauses (*if/then*) to demonstrate relationships (*If I put these shapes together then I can make a rectangle.*)

Compare/contrast concepts or entities through...

- Compare/contrast signals (*both, same, different, but*) to differentiate attributes of objects (*They are both solids but this one is a triangle and this one is a cube.*)
- Causal connectors (*because, so*) to link ideas and provide reasoning (*These two shapes are the same kind because they both have four sides.*)

GRADE

1

WIDA ELD STANDARD 4

Language for Science

Inform

Language Expectations: Multilingual learners will...

ELD-SC.1.Inform.Interpretive

Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive

Construct scientific informational texts that

- Introduce others to topic or entity
- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

Language Functions and Sample Language Features

Introduce others to the topic or entity through...

- Generalized nouns to introduce topic or idea (*Whales, Sound, Patterns*)
- Openers to address audience (*Have you ever wondered about? Did you know?*)
- Relating verbs (*belong to, have, be*) to define or present state of entity (*Whales are mammals.*)
- Pronouns (*it, they*) and demonstratives (*this, that, these, those*) to reference entity or concept across text (*Paper vibrates. It makes a sound.*)

Define, describe, and classify concept, topic, or entity through...

- Noun groups to add details that answer questions about what something is like, its qualities, and descriptions (*floating objects, long, brown fur*)
- Visuals (labeled drawings, graphs, tables) to support information
- Timeless present verbs to indicate generalizable nature of action (*floats, sinks, eats, swims, turns*)
- Qualifiers (*some, all, many*) to describe observation or fact (*some things float, all sound is vibration, many dolphins hunt together*)
- Sequence words (*first, and, then, next, last*) to clarify order or sequence of events (*First whales swim to cold water, then...*)

Summarize observations or factual information through...

- Compare/contrast signals (*-er, -est, bigger than, more, both, but, different*) to differentiate or summarize attributes, details or behaviors (*Feathers float better than paper.*)
- Declarative statements to present conclusions (*Some objects float and some sink.*)
- Speculation to hypothesize to additional contexts (*I think, I wonder if...*)

GRADE

1

WIDA ELD STANDARD 4

Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.1.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Analyzing several events and observations to help explain how or why a phenomenon occurs
- Identifying information from observations (that supports particular points in explanations)

ELD-SC.1.Explain.Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

Language Functions and Sample Language Features

Describe observations and/or data about a phenomenon through...

- Openers to engage audience (*Did you know how frogs change?*)
- Abstract and technical terms to add precision (*tadpole, adapt, life cycle*)
- Pictures, diagrams, graphs to add information or illustrate content
- Cohesion to reference ideas, people across text (pronouns, renaming subject, demonstratives such as *this, that*)

Relate how a series of events causes something to happen through...

- Timeless verbs to state on-going facts about phenomenon (*Tadpoles change into frogs*)
- Prepositional phrases to provide details (*where, when, how; Tadpoles live in the water.*)
- Relating verbs (*have, be, belong to*) and conjunctions to state relationships or compare attributes (*Tadpoles have gills but frogs have lungs.*)
- Connectors to express sequences in time (*first, next, last*)

Compare multiple solutions to a problem through...

- Visual data displays (charts, graphs) to support explanations
- Declarative statements to present conclusions (*Living things grow and change.*)
- Speculation to hypothesize to additional contexts (*I think, I wonder if...*)

GRADE

1

WIDA ELD STANDARD 5

Language for Social Studies

Inform

Language Expectations: Multilingual learners will...

ELD-SS.1.Inform.Interpretive

Interpret informational texts in social studies by

- Determining topic associated with compelling or supporting questions
- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Inform.Expressive

Construct informational texts in social studies that

- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary ideas

Language Functions and Sample Language Features

Introduce topic associated with compelling or supporting questions through...

- Generalized nouns to introduce topic (*weather, maps, environment*)
- Pronouns (*it, they*), demonstratives (*this, these, that, those*), to reference topic or ideas across text
- Relating verbs (*have, be, belong*) to define topic or type of information (*There are seven continents.*)
- Verbs (*are going to, will,*) to link compelling questions with topic (*We're going to learn about what people do in different places.*)

Provide details about disciplinary ideas through...

- Noun groups to describe and add precision to answer questions about what something is like, its quantity, qualities (*hot places, many countries, lots of rain*)
- Prepositional phrases to describe place or location (*below the Equator, on the corner, underground, in the desert*)
- Adverbials to specify periods of time, duration, specific points in time (*last year, long ago, August 12, in the future, everyday*)
- Visuals, labeled drawings to support ideas and information
- Compound sentences to add details (*Rice grows in hot and wet places.*)

GRADE

1

WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...**ELD-SS.1.Argue.Interpretive**

Interpret social studies arguments by

- Identifying topic
- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

ELD-SS.1.Argue.Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claim with evidence
- Show relationship between claim, evidence and reasoning

Language Functions and Sample Language Features**Introduce topic through...**

- Title, generalized nouns to introduce topic (*Fresh fruit for lunch*)
- Declarative statements to identify position (*School lunch should have fresh fruit.*) and/or provide background information (*Fruit is good for children to eat.*)
- Pronouns (*it, they, we, our*), demonstratives (*these, this, that, those*), and renaming subject (*food=it; students=we=children*) to reference topic across text

Select relevant information to support claim with evidence through...

- Relating verbs (*have, be*) to identify topic (*Fruit is part of the food pyramid. Children need fruit every day.*)
- Prepositional phrases to identify time and place (*every day, at lunch, in school*)
- Visuals (labeled drawings) to support purpose
- Expanded noun phrases to add details (*fresh fruit, healthy food*)

Show relationship between claim and evidence, and reasoning through...


- Connectors (*because, so, and*) to link claims with evidence and reasoning (*We should eat fruit every day because it has vitamins to help us grow.*)

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a green background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADE

1

WIDA ELD STANDARD 2

Language for Language Arts

Explain

Annotated Language Sample

Context: This text was written by a first-grader as part of a lesson on how to write procedural texts. This student chose to write about making an edible spider out of Rice Krispie treats (cereal with marshmallows). The teacher guided the students to sequence the steps in the procedure using connectors (e.g., first, next, then, lastly).

Prompt: Write a paragraph that tells someone how to make something.

Language Expectation: ELD-LA.1.Inform.Expressive

Multilingual learners use language to construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

Functions & Features	How to Make a Spider Treat	Functions & Features
<p>Introduce and define topic and/or entity for audience through...</p> <p>Title</p> <p>Describe attributes and characteristics with facts, definitions and relevant details through...</p> <p>Doing verbs to describe actions</p> <ul style="list-style-type: none"> • <u>sceesd</u> [<u>squeezed</u>] • <u>to mack</u> [<u>make</u>] • <u>use</u> • <u>pushd</u> [<u>pushed</u>] • <u>put</u> 	<p>First, I <u>sceesd</u> [<u>squeezed</u>] a <u>Rice krispy treat</u> <u>to</u> <u>mack</u> [<u>make</u>] the body.</p> <p>Next, I <u>use</u> <u>8 pretzels</u> for the legs and 2 <u>for the fangs</u>.</p> <p>Then, I <u>pushd</u> [<u>pushed</u>] <u>2 penusts</u> [<u>peanuts</u>] <u>in thet back</u> as <u>the spinnert</u> [<u>spinneret</u>]</p> <p>lastly, I <u>put</u> <u>3 raisins</u> <u>for the eyes</u>.</p>	<p>Describe attributes and characteristics with facts, definitions and relevant details through...</p> <p>Noun groups to add description and precision</p> <ul style="list-style-type: none"> • <u>Rice krispy treat</u> • <u>8 pretzels</u> • <u>2 penusts</u> [<u>peanuts</u>] • <u>the spinnert</u> [<u>spinneret</u>] • <u>3 raisins</u> <p>Prepositional phrases</p> <ul style="list-style-type: none"> • <u>for the fangs</u> • <u>in thet back</u> • <u>for the eyes</u>

GRADE

1

WIDA ELD STANDARD 4

Language for Science

Explain

Annotated Language Sample

Context: This text was written by first grade teacher modeling the writing of sequential explanations about observed phenomena. Together, the class deconstructed the text, examined its language and stages, and then jointly constructed a similar text about the life cycle of a butterfly.

Language Expectation ELD-SC.1.Explain.Expressive

Multilingual learners use language to construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

Functions & Features	The Life Cycle of a Frog	Functions & Features
<p>Describe observations and/or data about a phenomenon through...</p> <p>Cohesion to reference ideas across a text</p> <ul style="list-style-type: none"> • a tadpole ... it (pronoun referencing) • the tadpole ... it (pronoun referencing) <p>Abstract and technical terms</p> <ul style="list-style-type: none"> • <u>the life cycle of a frog</u> • <u>stages</u> • <u>tadpole</u> • <u>froglet</u> • <u>adult frogs</u> • <u>the life cycle</u> 	<p><u>The life cycle of a frog</u> <u>has</u> several <u>stages</u>.</p> <p>First, <u>a tadpole</u> <u>hatches out of an egg</u>. <u>It</u> looks like a little fish.</p> <p>Next, <u>the tadpole</u> <u>grows</u> two back legs and its tail gets smaller. <u>It</u> is now called <u>a "froglet"</u>.</p> <p>Then, it grows two front legs and the tail gets even smaller.</p> <p>Finally, it <u>is</u> a full-grown adult frog with four legs and no tail.</p> <p><u>Adult frogs</u> can lay more eggs and <u>the life cycle</u> starts again.</p>	<p>Relate how a series of events causes something to happen through...</p> <p>Relating verbs</p> <ul style="list-style-type: none"> • <u>has</u> • <u>is</u> <p>Timeless verbs</p> <ul style="list-style-type: none"> • <u>hatches</u> • <u>grows</u> <p>Prepositional phrases to provide details about where or when</p> <ul style="list-style-type: none"> • <u>out of an egg</u> <p>Connectors</p> <ul style="list-style-type: none"> • <u>first</u> • <u>next</u> • <u>then</u> • <u>finally</u>

GRADE

1

WIDA ELD STANDARD 5

Language for Social Studies

Inform

Annotated Language Sample

Context: This text comes from a first grade interdisciplinary unit. It was jointly written by a first grader and his teacher, who scribed for him. The student dictated the words and the teacher wrote them down. The teacher had been reading aloud informational texts on animals. The teacher had pointed out that in the texts, the authors write about what animals eat, their habitat, and where they live. Then each student chose an animal and made their own information booklet.

Prompt: Write an information report on an animal: tell your reader what type of animal it is, what it eats, and describe its habitat.

Language Expectation: ELD-SS.1.Inform.Expressive

Multilingual learners use language to construct informational texts in social studies that

- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary ideas

Functions & Features	Pandas	Functions & Features
<p>Introduce topic associated with compelling or supporting questions through...</p> <p>Generalized nouns</p> <ul style="list-style-type: none"> • <u>pandas</u> • <u>habitat</u> • <u>a panda</u> <p>Relating verbs</p> <ul style="list-style-type: none"> • <u>are</u> • <u>should have</u> 	<p><u>Pandas</u> eat bamboo to stay alive.</p> <p><u>Pandas</u> need <u>a habitat</u> to have food.</p> <p><u>Pandas are a type of animal.</u></p> <p><u>Pandas are a type of bear.</u></p> <p><u>A panda should have a type of habitat or a home.</u></p> <p><u>A panda</u> lives <u>in China</u>.</p> <p><u>Pandas</u> also have to drink <u>fresh water</u>.</p>	<p>Provide details about disciplinary ideas through...</p> <p>Noun groups to describe and add precision</p> <ul style="list-style-type: none"> • <u>a type of animal</u> • <u>a type of bear</u> • <u>a type of habitat or a home</u> • <u>fresh water</u> <p>Prepositional phrases to describe place or location</p> <ul style="list-style-type: none"> • <u>in China</u>

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
 - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grade 1 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around topics (<i>all about pandas</i>) with repetition, rhyming, and common language patterns	around topics (<i>all about pandas</i>) with short sentences	around topics (habitat, diet, behavior) through multiple related simple sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text (to inform, narrate, entertain)	to meet a purpose through generic (not genre-specific) organizational patterns in texts (beginning, middle, end)
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	patterned language with repetitive words, phrases, and sentences	repetitive chunks of meaning across a text (<i>Brown bear, brown bear, what do you see?</i>)	some frequently used cohesive devices (demonstratives: <i>these, those, that, this</i>)	a few different types of cohesive devices (repetition, pronoun referencing, etc.)	multiple types of cohesive devices (synonyms, antonyms, <i>(We are all alike. We are all different.)</i>)	a variety of cohesive devices that connect larger meaningful chunks of text (class/ subclass: <i>animals like dogs, cats, tigers</i>)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	frequently used single word noun groups (<i>dinosaurs</i>)	frequently used multi-word noun groups (<i>big tall dinosaurs</i>)	multi-word noun groups with connectors (<i>a big and hungry dinosaur</i>)	expanded noun groups with classifiers (<i>the biggest meat-eating dinosaurs</i>)	expanded noun groups with prepositional phrases (<i>the meat-eating dinosaurs in the jungle</i>)	expanded noun groups with embedded clauses (<i>the biggest meat-eating dinosaurs, who lived at that time</i>)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	words, pictures, phrases, and chunks of language (<i>turtle eggs</i>)	chunks of language (<i>turtles swimming</i>)	simple sentences (<i>Turtles swim in the ocean.</i>)	related simple sentences (<i>Turtles are reptiles. They like warm water.</i>)	multiple related simple sentences (<i>There are many types of turtles. Some live in the ocean. Other turtles live in lakes and rivers.</i>)	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: <i>Some turtles eat only sea grasses, but others eat shrimp, crabs, and small fish.</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	repeated words and phrases in familiar contexts and topics (<i>classroom helpers</i>)	frequently used words and phrases in familiar contexts and topics (<i>Would you like to share...?</i>)	situation-specific words and phrases (<i>Plant the seeds in this pot.</i>)	an increasing number of words and phrases (<i>Tell me about your picture on the left.</i>)	a growing number of words and phrases in a variety of contexts (<i>How many red triangles are there?</i>)	an expanding number of words and phrases, including idioms and collocations (<i>plus and minus</i>)

Grade 1 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose	sentences that convey an intended purpose with an emerging organizational pattern (<i>one day, first, last, I think, etc.</i>)	short texts that convey an intended purpose using basic connectors (<i>first, and then, next</i>)	text that conveys an intended purpose (retelling an experience) using generic (beginning, middle, end or sequencing) organizational patterns
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	patterned language with repetitive phrases and sentences (<i>The big, hungry bear...</i>)	few frequently used cohesive devices (repetition: <i>The tiger... The tiger...</i>)	some frequently used cohesive devices (simple pronouns: <i>it, they, she, he</i>)	some formulaic cohesive devices (pronoun referencing: <i>my ball, her brother, they gave it to us, etc.</i>)	a growing number of cohesive devices (emerging use of articles to refer to the same word, substitution/ omission: <i>that one, so did I</i>)	an expanding number of cohesive devices to connect larger bundles of meaning (class/ subclass: <i>wild animals like lions, bears, tigers</i>)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>those big fluffy white clouds</i>)	a variety of types of elaboration (adding in a variety of adjectives)
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	words, pictures, phrases, and chunks of language (<i>flowers and trees</i>)	sentence fragments (<i>grow taller</i>)	sentence fragments and emerging use of simple sentences (<i>had no water so died</i>)	simple sentences (<i>Plants need water. They need sun.</i>)	sentences with emerging use of clauses (<i>Plants need water but... They need sun. Those ones died.</i>)	simple and compound sentences (with some coordinating conjunctions: <i>Our plants died and those ones did too.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and disciplinary language with...					
	emerging use of words and phrases with attempted precision (<i>over there, line up in a row</i>)	few frequently used words and phrases with emerging precision (<i>lunch time, clean up my desk</i>)	some frequently used words and phrases with some precision (<i>have a nice day, I'm finished</i>)	a small repertoire of words and phrases with developing precision (<i>best friend, the red ball</i>)	a growing repertoire of words and phrases with growing precision (<i>preschool friends, math time, after lunch</i>)	an expanding repertoire of words and phrases including idioms and collocations, with expanding precision (<i>do homework, saving time</i>)

GRADES 2-3

Grades 2-3

Second- and third-graders continue to make leaps in the ways they use language and think about themselves, their peers, and the world. These students are becoming more coordinated physically, and their problem-solving skills continue to sprout. These young learners reason and use

logic to make more in-depth connections, discover causes and effects of phenomena or events, do more complex math, and experiment with how they express themselves through speech, writing, and multimodal means of communication (for example, through gestures, facial expressions, drawings, charts, and technology).

As multilingual learners explore specific activities that interest them, they can benefit from using all of their cultural experiences and multilingual skills—be it to communicate through social interactions or to tackle academic challenges. Children this age tend to enjoy being part of groups and teams and are generally eager to fit in. By partnering with families, educators can create culturally and linguistically sustaining classrooms so that all children feel welcome, nurtured, and safe, thus supporting their social and emotional development. As students in this age group are developmentally ready to start understanding various perspectives, this is an opportune time to highlight various cultures and languages in the classroom.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 2-3:

- The most prominent **Key Language Uses**
- **Language Expectations**, Language Functions, and Language Features
 - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-6 offers snapshots of some ways students engage in each Key Language Use throughout grades 2-3.

Table 3-6: Snapshots of Key Language Uses in Grades 2-3

Snapshots of Key Language Uses in Grades 2-3	
Narrate	<ul style="list-style-type: none"> • Develop a sense of narrative structure and the purposes for which people use narratives • Structure narratives to express experiences and ideas about familiar places and people • Add interactions and reactions to characters' actions to develop characters' inner and outer worlds
Inform	<ul style="list-style-type: none"> • Recognize the difference between imaginative stories and nonfiction informational texts • Develop an emerging sense of text structure as they interpret and create multimodal representations of their knowledge on topics of interest • Develop emerging research skills to build knowledge for reports
Explain	<ul style="list-style-type: none"> • Develop a sense of some causal, sequential, and cyclical relationships by observing concrete phenomena • Report observations of phenomena to build understanding of the world around them • Interpret and construct multimodal representations, such as diagrams and drawings, to illustrate how or why things work
Argue	<ul style="list-style-type: none"> • State opinions or construct tentative claims and offer those in class discussions • Recognize the difference between claims with and without support • Offer observations to support opinions and claims • Develop emerging research skills to use in constructing claims • Begin to use data from observations as evidence for their claims



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 2-3 are the basis for its **Language Expectations**. They are marked with a filled-in circle (●) in the boxes of Table 3-7. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-7: Distribution of Key Language Uses in Grades 2-3

Distribution of Key Language Uses in Grades 2-3				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

 Most Prominent
  Prominent
  Present

Language Expectations, Functions, and Features

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Expectations are built around a set of **Language Functions**. Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-3, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-3, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-3 on the next page shows how the Language Functions and Language Features appear.

Figure 3-3: Grades 2-3 Language Functions and Language Features

GRADES
2-3

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

<p>ELD-LA.2-3.Inform.Interpretive Interpret informational texts in language arts by</p>	<p>ELD-LA.2-3.Inform.Expressive Construct informational texts in language arts that</p>
<ul style="list-style-type: none"> Identifying the main idea and key details Referring explicitly to descriptions for themes and relationships among meanings Describing relationship between a series of events, ideas or concepts, or procedural steps 	<ul style="list-style-type: none"> Introduce and define topic and/or entity for audience Add details to define, describe, compare, and classify topic and/or entity Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Descriptive title, generalized nouns to introduce topic and/or entity (*The Mississippi River, Whales*)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying)
- Relating verbs (*have, be, belong to*) to define or describe topic and/or entity (*Penguins are birds that cannot fly.*)
- Factual statements without evaluative language (*brown caribou versus really cool caribou*)

Add details to define, describe, compare and classify topic or entity through...

- Noun groups to add description and precision that answer questions about what something is like, or the color, shape, size (*four bright blue eggs*)
- Prepositional phrases to describe place or location (*next to the water, inside the Earth*)
- Timeless present verbs (*swims, eats, migrates*) to indicate generalizable nature of information
- Visuals (drawings, labeled diagrams, graphics) to support key ideas
- Signal words to show comparisons (*bigger than, the fastest, more colorful, unlike, but, similar to, different from*)

Develop coherence and cohesion throughout text through...

- Headings to organize information (*Habitat, Diet, Parts of a Plant*)
- Pronouns (*he, it, they*), demonstratives (*this, these, that, those*), renaming (*penguins=flightless birds=they*) to reference ideas and entities across text
- Single nouns to represent abstract concepts (*habitat, ecosystem, watershed*)

Language
Functions (common
patterns of language
use) appear here
and again below

Language
Features
(examples
of language
resources)
appear here

GRADES
2-3 WIDA ELD STANDARD 1
Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations are the same for students in kindergarten through grade 3.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

GRADES

2-3**WIDA ELD STANDARD 1**

Social and Instructional Language

Language Expectations: Multilingual learners will...**Explain****ELD-SI.K-3.Explain**

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...**Argue****ELD-SI.K-3.Argue**

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

GRADES
2-3

WIDA ELD STANDARD 2

Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.2-3.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3.Narrate.Expressive

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to context through...

- Pictures, descriptive title, opening statements (*It was a dark and stormy night; "What?!" exclaimed Mom*) to capture the reader's interest
- Expanded noun groups to introduce characters (*the old man on the block, the hungry little mouse*)
- Adverbials and prepositional phrases to establish time and location (*a hundred years ago, when I was six, on the playground, around the corner*)
- Statements to introduce problem or complication (*The boat began to leak. It all started when...*)

Develop story with time and event sequences, complication, resolution, or ending through...

- Saying verbs (*yelled, said, whispered*) to add details about characters in dialogs
- Verbs to describe what characters do, think, and feel
- Pronouns, renaming, and synonyms to reference characters, situations, or ideas across the text (*Miguel=my little brother=he; that night=the worst night*)
- Connectors to sequence time (*first, next, and then*) and events (*before, after, later*), and to combine and link event details (*and, but, so*)
- Verbs and adjectives to judge behavior and situation (*mended, destroyed, nasty, thoughtful*)
- Declarative statements to provide closure (*The End, It was over for good.*)

Engage and adjust for audience through...

- Language to address reader/listener and draw them in (*It was so exciting!*)
- Word choices to convey attitudes, develop suspense, share excitement (*my amazing adventure, super interesting, fantastic!*)
- Sensory and literary language (*yucky*), onomatopoeia (*BOOM! CRASH!*) to add interest
- Tone of voice, gesturing, acting behaviors to adjust for story audience
- Pictures and other graphics to complement storyline

GRADES

2-3

WIDA ELD STANDARD 2

Language for Language Arts

Inform

Language Expectations: Multilingual learners will...**ELD-LA.2-3.Inform.Interpretive**

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

Language Functions and Sample Language Features**Introduce and define topic and/or entity for audience through...**

- Descriptive title, generalized nouns to introduce topic and/or entity (*The Mississippi River, Whales*)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying)
- Relating verbs (*have, be, belong to*) to define or describe topic and/or entity (*Penguins are birds that cannot fly.*)
- Factual statements without evaluative language (*brown caribou versus really cool caribou*)

Add details to define, describe, compare, and classify topic or entity through...

- Noun groups to add description and precision that answer questions about what something is like, or the color, shape, size (*four bright blue eggs*)
- Prepositional phrases to describe place or location (*next to the water, inside the Earth*)
- Timeless present verbs (*swims, eats, migrates*) to indicate generalizable nature of information
- Visuals (drawings, labeled diagrams, graphics) to support key ideas
- Signal words to show comparisons (*bigger than, the fastest, more colorful, unlike, but, similar to, different from*)

Develop coherence and cohesion throughout text through...

- Headings to organize information (*Habitat, Diet, Parts of a Plant*)
- Pronouns (*he, it, they*), demonstratives (*this, these, that, those*), renaming (*penguins=flightless birds=they*) to reference ideas and entities across text
- Single nouns to represent abstract concepts (*habitat, ecosystem, watershed*)

GRADES
2-3

WIDA ELD STANDARD 3

Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.2-3.Explain.Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing plan for problem-solving steps
- Evaluating simple pattern or structure

ELD-MA.2-3.Explain.Expressive

Construct mathematical explanations that

- Introduce concept or entity
- Describe solution and steps used to solve problem with others
- State reasoning used to generate solution

Language Functions and Sample Language Features

Introduce a concept or entity through...

- Generalized nouns to identify concept (*fractions, equations, plot graphs*)
- Relating verbs (*be, have*) to define or describe concept (*Fractions are pieces of a whole thing.*)
- Mathematical terms to describe concept, process, purpose, or action (*mean, quotient, divide, subtract, reduce*)

Describe solution and steps used to solve problem with others through...

- Abstract nouns to establish context (*process, answer, approach, solution*)
- Past tense doing (*added, grouped*) and thinking (*thought, remembered*) verbs to recount steps
- Visuals (charts, diagrams, manipulatives, drawings) to support approach and/or solution
- Connectors to order steps (*first, next, then*) and show causal relationships (*because, so, then*)
- Compare/contrast signal words to differentiate results, approaches, objects (*Our solution is... but your group has a different solution.*)

State reasoning used to generate solution through...

- If/then clause structures to show reasoning (*if a shape only has 3 sides, then it is a triangle*)
- Declarative statements to state conclusion with a neutral stance of authority (*This shows five 3rd-grade students jumped higher than the average of seven inches.*)
- Thinking verbs to reflect on process (*I wonder if we tried, if it would be different, I think we should have done...*)

GRADES

2-3

WIDA ELD STANDARD 3

Language for Mathematics

Argue

Language Expectations: Multilingual learners will...**ELD-MA.2-3.Argue.Interpretive**

Interpret mathematics arguments by

- Identifying conjectures about what might be true
- Distinguishing connections among ideas in justifications
- Extracting mathematical operations and facts from solution strategies to create generalizations

ELD-MA.2-3.Argue.Expressive

Construct mathematics arguments that

- Create conjecture using definitions
- Generalize commonalities across cases
- Justify conclusion steps and strategies in simple patterns
- Identify and respond to others' arguments

Language Functions and Sample Language Features**Create conjecture using definitions through...**

- Relating verbs (*have, belong to, be*) to make claim (*A is bigger than B because it is taller.*)
- Adverbial phrases (qualities, quantities, frequency) to add precision related to conjecture (*All squares have 4 equal sides. Triangles always have 3 sides.*)

Generalize by finding commonalities across cases through...

- A variety of structures such as comparatives (*er, est; more, most*); demonstratives (*these, both, that*) to point out similarities (*Both squares and rhombuses have 4 equal sides, $\frac{1}{2}$ is bigger than $\frac{1}{4}$*)
- Conditional structures (*if/then, when*) to draw conclusions (*If $34+68=102$ then $102-68=34$, When a number is even you can divide it into two equal parts.*)

Justify conclusion steps and strategies in simple patterns through...

- Technical nouns to add precision and details (*place value, communicative property, angles, measurement, fractions, even/odd*)
- Causal connectors (*because, so, that means*) to present case to others (*The taller rectangle isn't always bigger because you have to look at the area inside.*)
- Drawings, manipulatives, models, diagrams to support thinking

Identify and respond to others' arguments through...

- Questions (*how, what, why*) to ask for clarification or information (*How did you get your answer?*)
- Declarative statements to disagree/debate (*I disagree, I'm not sure, I got a different answer...*)
- Declarative statements to counter claim or reasoning (*5-3 is not the same as 3-5, Just because it has 4 sides that doesn't make it a square, the sides have to be equal*)

GRADES
2-3 WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.2-3.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs
- Identifying information from observations as well as evidence that supports particular points in explanations

ELD-SC.2-3.Explain.Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

Language Functions and Sample Language Features

Describe observations and/or data about a phenomenon through...

- Abstract nouns and to introduce concepts (*habitat*)
- Declarative statements to present facts
- Cohesion to reference ideas, people across text (pronouns, renaming subject, demonstratives: *this, that*)
- Relating verbs to state relationships or attributes (*have, be, belong to*)

Develop a logical sequence between data or evidence and claim through...

- Timeless verbs to state on-going facts about phenomenon (*Rain forests create oxygen.*)
- Connectors to sequence and order events across paragraphs (*first, second, begins, ends*)
- Causal connectors to link events (*because, so that, when*)
- Prepositional phrases to provide details (*where, when, how*)
- Clauses to express sequences in time (*after digestion, when the air cools*)
- Comparatives to show similarities and differences

Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution through...

- Technical terminology (*food chain, biome*) to add precision
- Comparatives to show similarities and differences
- Connectors to sequence and order events across paragraphs (*first, second, begins, ends*)
- Causal connectors to link events (*because, so that, when*)
- Prepositional phrases to provide details about where, when, how
- Clauses to express sequences in time (*after digestion, when the air cools*)

GRADES
2-3 WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.2-3.Argue.Interpretive
Interpret scientific arguments by

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions

ELD-SC.2-3.Argue.Expressive
Construct scientific arguments that

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

Language Functions and Sample Language Features

Introduce topic/phenomenon for an issue related to the natural and designed world(s) through...

- Generalized nouns to interpret observations and evidence (*heating, cooling, temperatures, Heating butter makes it melt.*)
- Relating verbs (*have, belong to, be*) to define topic/phenomenon
- Nouns and adjectives to add precise technical descriptions (*solid, liquid*)

Make a claim supported by relevant evidence through...

- A variety of clause structures to connect and combine ideas (*If I add heat, I can melt butter. The butter melted because it got hot.*)
- Labeled pictures, diagrams to support claim
- Verb groups to add precision to the claim and/or evidence (*soften, harden, melt, cook, burn*)

Establish a neutral tone through...

- Declarative statements to state claim, observations, conclusion (*Temperature changes materials.*)
- Technical nouns to add precision and details (*materials, reversible/irreversible changes*)

Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim through...

- Reference devices (pronouns, synonyms, renaming subject) to create cohesion across text (*Ice melts when it gets heated. It becomes water. Water turns to ice when it gets cold.*)
- A variety of clause structures to explain phenomenon (*because, but, when, like, so, so that*)

GRADES

2-3

WIDA ELD STANDARD 5

Language for Social Studies

Explain

Language Expectations: Multilingual learners will...**ELD-SS.2-3.Explain.Interpretive**

Interpret social studies explanations by

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ELD-SS.2-3.Explain.Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

Language Functions and Sample Language Features**Introduce phenomena or events through...**

- Language to speak to the reader directly and draw them in (*Did you know?*)
- Prepositional phrases of time, place to contextualize phenomena or events
- Relating verbs (*be, have*) to define phenomena or events (*Deserts are the driest places on earth*)
- Pronouns and renaming to reference ideas and people across the text (*explorers=Spaniards=they*)
- Single nouns to represent abstract concepts (*habitat, pollution*)

Describe components, order, causes, or cycles through...

- Connectors to establish relationships among ideas: sequence examples (*first, another*); time markers (*after an earthquake, millions of years later*); causality (*because, so that*)
- Prepositional phrases to add spatial and directional details (*The river flows down the mountain.*)
- Expanded noun groups that include adjectives to answer questions about how many, and what something is like (*seven continents, longest river*)
- Past tense verbs to describe events
- Adverbials to place event in time (*last year, a long time ago, everyday*)

Generalize possible reasons for a development or event through...

- Declarative statements to evaluate and interpret events (*The fish are dying because people throw trash in the ocean.*)
- Verbs and adjectives to judge behavior or moral character (*wasting, destroying, bad*)
- Verbs to highlight agents and recipients
- Evaluative language to summarize event (*best, important, dangerous, sad*)

GRADES

2-3

WIDA ELD STANDARD 5

Language for Social Studies

Argue

Language Expectations: Multilingual learners will...**ELD-SS.2-3.Argue.Interpretive**

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from one or two sources to develop claims in response to compelling questions
- Evaluating source credibility based on distinctions between fact and opinion

ELD-SS.2-3.Argue.Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources
- Show relationships between claim, evidence, and reasoning

Language Functions and Sample Language Features**Introduce topic through...**

- Title, generalized nouns to introduce topic (*Important People, Nurses, Community Helpers*)
- Declarative statement to present position and/or provide background information (*Nurses are the most important people in our community.*)
- Pronouns (*they, we, us*), demonstratives (*these, this, that, those*), and renaming subject (*nurses=they=helpers*) to reference topic across text
- Text connectors to sequence ideas, support (*Three reasons why nurses are important. First..., Next..., Finally*)

Select relevant information to support claims with evidence from one or more sources through...

- Prepositional phrases to identify time, place, (*last year, in January, in our town, at school*)
- Past tense verbs to describe events (*helped, fixed, took care of*)
- Evaluative verbs, adverbs, and adjectives to add author's perspective (*helped, nicely, best*)

Show relationships between claim, evidence, and reasoning through...


- Connectors (*because, so, and*) to link claims with evidence and reasoning (*Nurses are important because they help sick people feel better.*)
- Connectors show concession or comparison/contrast (*if, but; Some people don't like shots but nurses do other things to help people.*)
- Summary statements to reiterate position (*That's why nurses are important community helpers.*)

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a purple background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADES
2-3

WIDA ELD STANDARD 2

Language for Language Arts

Narrate

Annotated Language Sample


Context: This text was written by a multilingual student in grade 2. As part of the language arts program, the teacher asks students to write every day in a journal. This is a piece from that journal.

Prompt: It is journal writing time. You can write about whatever you would like. Maybe you want to write a story, or some of you might want to write about characters from movies you like.

Language Expectation: ELD-LA.2-3.Narrate.Expressive

Multilingual learners use language to construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution or ending
- Engage and adjust for audience

Functions & Features	Olaf	Functions & Features
<p>Orient audience to context through...</p> <p>Pictures</p> <p>Noun groups to introduce characters</p> <ul style="list-style-type: none"> • <u>Olaf</u> <p>Prepositional phrases to establish time and location</p> <ul style="list-style-type: none"> • <u>in Summer</u> <p>Engage and adjust for audience through...</p> <p>Word choices to convey attitudes</p> <ul style="list-style-type: none"> • <u>haveing fun</u> 	<p>This is <u>Olaf</u> <u>he is playing</u> <u>in Summer</u> with flowers and different animals <u>he likes</u> Summer <u>he is haveing</u> <u>fun in Summer!</u></p> <p><i>Example of Student Writing</i></p> 	<p>Develop story with time and event sequences, complication, resolution or ending through...</p> <p>Verbs to describe what characters do</p> <ul style="list-style-type: none"> • <u>is playing</u> • <u>is haveing fun</u> <p>Verbs to describe what characters feel</p> <ul style="list-style-type: none"> • <u>likes</u> <p>Pronouns to reference characters</p> <ul style="list-style-type: none"> • Olaf ... he ... he ... he

GRADES

2-3

WIDA ELD STANDARD 4

Language for Science

Explain

Annotated Language Sample

Context: This text was written by a multilingual third grader. As the teacher worked on supporting students to develop explanations, she showed them how critical information was concentrated in the noun groups. Together, the class learned how to expand the noun groups to include details such as fewer sticky toe pads, the green anoles, etc. Students jointly constructed noun groups, comparing and contrasting which ones included sufficient information needed to communicate hereditary traits. After that, students wrote independently.

Prompt: Which green anoles (a type of lizard) were most likely to be caught by the brown anoles? Why is that?

Language Expectation: ELD-SC.2-3.Explain.Expressive

Multilingual learners use language to construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

Functions & Features	Green and Brown Anoles	Functions & Features
<p>Describe observations and/or data about a phenomenon through...</p> <p>Declarative statements to state present facts</p> <ul style="list-style-type: none"> • The green anoles that were born ... good. <p>Cohesion to reference ideas across text</p> <ul style="list-style-type: none"> • a brown anole ... the brown anoles (renaming subject) <p>Relating verbs to state attributes</p> <ul style="list-style-type: none"> • are 	<p>The green anoles that were born <u>with fewer sticky toe scales</u> <u>are</u> most likely to get caught <u>by a brown anole</u> because the brown anoles can't climb <u>that good</u>.</p>	<p>Develop a logical sequence between data or evidence and claim through...</p> <p>Causal connectors to link events</p> <ul style="list-style-type: none"> • because <p>Prepositional phrases to provide details</p> <ul style="list-style-type: none"> • <u>with fewer sticky toe scales</u> • <u>by a brown anole</u> <p>Comparatives to show similarities and differences</p> <ul style="list-style-type: none"> • fewer • most likely • that good

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
 - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 2-3 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around general topics (continents, shapes, animals) with short sentences	around specific topics (habitats, diet, behavior) with multiple related simple sentences	to meet a purpose (to inform, narrate, argue or explain) in a series of extended sentences	to meet a purpose in a short text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	repetitive chunks of meaning across text (<i>red crayon, yellow crayon, blue crayon</i>)	frequently used cohesive devices (demonstratives: <i>this, that, these, those</i>)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: shapes like circles, triangles, and rectangles)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, class/subclass, substitution: <i>The rectangle is a big one.</i>) and ellipsis (<i>There isn't any. [milk]</i>)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	frequently used multi-word noun groups (<i>green frogs</i>)	multi-word noun groups with connectors (<i>green and slimy frogs</i>)	expanded noun groups with classifiers (<i>tree frogs and poison frogs</i>)	expanded noun groups with prepositional phrases (<i>three little green tree frogs on the log</i>)	expanded noun groups with embedded clauses (<i>three little green tree frogs that jumped into the water</i>)	expanded noun groups with a variety of embedded clauses (<i>three little green tree frogs with long legs that swam away and didn't come back</i>)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	chunks of language (<i>stick to rocks and coral</i>)	simple sentences (<i>They stick to rocks and coral.</i>)	related simple sentences (<i>They look like plants. They stick to rocks and coral.</i>)	multiple related simple sentences (<i>They are called anemones. They look like plants. They stick to rocks and coral.</i>)	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: <i>They are called anemones and they look like plants.</i>)	compound sentences with frequently used ways of combining clauses (using coordinating conjunctions: <i>Anemones look like plants but they are sea animals.</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	frequently used words and phrases in familiar contexts and topics (<i>time to clean up</i>)	situation-specific words and phrases (<i>How do we spell that word?</i>)	an increasing number of words and phrases (my favorite characters in this story)	a growing number of words and phrases in a variety of contexts (nonfiction books)	an expanding number of words and phrases, including idioms and collocations (plus and minus)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (in the book about dolphins...)

Grades 2-3 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words and phrases to represent ideas with an intended purpose (to inform, narrate, share opinion)	short sentences linked by topic to convey intended purpose	sentences convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: <i>Last week, When I was five, I think, etc.</i>)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (opinion and reasons; information and details)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	few frequently used cohesive devices (repetition)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	Simple elaboration (single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the</i> or <i>these clouds</i>)	a variety of types of elaboration (adding in a variety of adjectives)	a wide variety of types of elaboration (adding in embedded clauses after the noun (<i>those storm clouds that we saw yesterday</i>))
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	sentence fragments (<i>triangles and rectangles</i>)	sentence fragments and emerging use of simple sentences (<i>triangle has three sides</i>)	simple sentences (<i>A square has 4 right angles.</i>)	sentences with emerging use of clauses (<i>We put triangles, then rectangles</i>)	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: <i>We put blue triangles, then we put red triangles.</i>)	compound and complex sentences with frequently used ways of combining clauses (with a broad range of coordinating conjunctions: <i>We put blue triangles, then red triangles, but there was no pattern.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	few frequently used words and phrases with emerging precision (<i>Time to eat?</i>)	some frequently used words and phrases with some precision (<i>three groups of four equals...</i>)	a small repertoire of words and phrases with developing precision (<i>best friend, the red ball</i>)	a growing repertoire of words and phrases with growing precision (<i>preschool friends, math time, after lunch</i>)	an expanding repertoire of words and phrases including idioms and collocations with expanding precision (<i>hard as a rock</i>)	flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (<i>rounding off and finding the mean</i>)

GRADES 4-5

Grades 4-5

In the upper elementary grades, the classroom is bustling with activity as learners interact, interpret, and express themselves in multimodal ways. These students are beginning to think about more abstract ideas, and they are developing the ability to understand different points of

view. They are improving their skills to plan and organize their thoughts and actions as they predict, process information, connect causes and effects, distinguish opinions from claims, and formulate claims substantiated with evidence. In the social-emotional realm, these students have a growing need to be independent, but also to be accepted and nurtured by family, adults in the school community, and peers.

Classrooms are windows for multilingual learners to make discoveries while expanding their language repertoire in content area learning. The oral and written language of fourth and fifth graders is becoming more sophisticated, and multilingual learners are increasing their range of numeracy, literacy, and other academic experiences through multiple languages and cultures. Authentic hands-on activities offer opportunities for multilingual learners to interact in pairs and small groups to enhance their learning. Collaborating in teams, multilingual learners rely on each other to problem-solve, dialogue, and build relationships with their peers as they share the world around them.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 4-5:

- The most prominent **Key Language Uses**
- **Language Expectations**, Language Functions, and Language Features
 - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-8 offers snapshots of some ways students engage in each Key Language Use throughout grades 4-5.

Table 3-8: Snapshots of Key Language Uses in Grades 4-5

Snapshots of Key Language Uses in Grades 4-5	
Narrate	<ul style="list-style-type: none"> • Add details about characters and settings • Use dialogue to provide insight into characters' motives and personalities • Create images in the reader's mind through descriptive language • Interpret and construct narratives in a variety of contexts and purposes, including fictional or historical narratives about significant individuals or events
Inform	<ul style="list-style-type: none"> • Provide objective general descriptions of entities and concepts of observable and unobservable phenomena • Share factual knowledge by moving from concrete and familiar topics to unfamiliar topics • Construct generalizations of concepts beyond experiences (e.g., compare earthquakes and cyclones)
Explain	<ul style="list-style-type: none"> • Identify consequences of actions or events • Give account for the underlying causes of how something works or why something happens • Begin to show underlying causes of more abstract phenomena
Argue	<ul style="list-style-type: none"> • Substantiate claims with evidence and reasoning • Use evidence from texts or data to support claims • Consider and engage with other voices, possibilities, and perspectives • Argue about topics that go beyond students' immediate contexts to topics outside their realm of personal experience



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 4-5 are the basis for its **Language Expectations**. They are marked with a filled-in circle (●) in the boxes of Table 3-9. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-9: Distribution of Key Language Uses in Grades 4-5

Distribution of Key Language Uses in Grades 4-5				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Functions

Language Expectations are built around a set of **Language Functions**. Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-4, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-4, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-4 on the next page shows how the Language Functions and Language Features appear.

Figure 3-4: Grades 4-5 Language Functions and Language Features

GRADES
4-5

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Inform.Interpretive	ELD-LA.4-5.Inform.Expressive
<p>Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> Identifying and summarizing main ideas and key details Analyzing details and examples for key attributes, qualities, and characteristics Evaluating the impact of key word choices in a text 	<p>Construct informational texts in language arts that</p> <ul style="list-style-type: none"> Introduce and define topic and/or entity for audience Establish objective or neutral stance Add precision and details to define, describe, compare, and classify topic and/or entity Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Descriptive titles and generalized nouns to introduce topic and/or entity (*Sea Turtles, The Human Body, Rainforest Mammals*)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying, defining)
- Relating verbs (*have, be, belong to, means, represents, is called*) to define or describe topic and/or entity (*Marsupials are mammals that carry their babies in a pouch.*)
- Timeless present verbs (*carries, travels, swims*) to indicate generalizable nature of information

Establish objective or neutral stance through...

- Declarative statements to provide objective, factual information
- Technical word choices to add precise and descriptive information without evaluative language (*the red-bellied piranha versus the terrifying piranha*)
- Generalized nouns to identify class of things (*marine life versus dolphins, sea turtles*)
- Reporting devices to integrate sourced information into report saying verbs (*said, reported, claims*), direct and indirect quotes

Language
Functions (common
patterns of language
use) appear here
and again below

Language
Features
(examples
of language
resources)
appear here

GRADES
4-5 **WIDA ELD STANDARD 1**
Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are meant to be interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations below are the same for grades 4-12.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

GRADES

4-5**WIDA ELD STANDARD 1**

Social and Instructional Language

Language Expectations: Multilingual learners will...**Explain****ELD-SI.4-12.Explain**

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...**Argue****ELD-SI.4-12.Argue**

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

GRADES
4-5

WIDA ELD STANDARD 2

Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5.Narrate.Expressive

Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to context through...

- Expanded noun groups to state who or what the narrative is about
- A variety of sentence types to establish the context e.g., questions, statements, dialog (*"We must think only of the things that we must do," the old lady said.*)
- Adverbial and prepositional phrases to establish time and location (*During the last century, Last Tuesday, On Saturn's second outer ring, High above the city*)
- Statements and questions to foreshadow or state complication (*Would her dream ever come true? She knew not to give up.*)

Develop and describe characters and their relationships through...

- Verbs to describe character behaviors (*raced, explored*), thoughts (*wondered, believed*), feelings (*hoped, longed for*), speech (*mumbled, screamed, questioned*)
- Expanded noun groups to add description and detail (*seven powerful kings, curly-haired baby girl*)
- Expanded verb groups to show relationship between characters (*Uncle smiled lovingly at his nephew. She whispered angrily into Sonia's ear.*)
- Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships
- Pronouns, demonstrative, renaming, synonyms to reference characters or ideas across the text (*he, his; these, this; Zeus=Greek God=King of Mt. Olympus*)

Develop story with complication and resolution, time and event sequences through...

- Dependent clauses to add details (*the race, which only happened every four years*)
- A variety of verb tenses to locate events in time, including dialog (*"Where are you going?" I asked.*)
- Connectors to sequence time (*later that night*), and events (*While the game was on, we slipped out.*)
- Statements to provide closure, evaluate experience, or summarize narrative (*finally, it was over, the experience was enlightening, there are some things that can't be seen but only felt.*)

Engage and adjust for audience through...

- Evaluative word choices to describe author's attitudes (*awesome, scared, mean, enjoyed the time, most people*)
- Literary devices to enrich the narrative, including simile (*as cool as a cucumber*), personification, alliteration (*lounging lizard*), sensory words/phrases (*tingling*), onomatopoeia (*ZAP!*)
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in (*Listen while I tell you the most amazing story.*)

GRADES
4-5

WIDA ELD STANDARD 2

Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Descriptive titles and generalized nouns to introduce topic and/or entity (*Sea Turtles, The Human Body, Rainforest Mammals*)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying, defining)
- Relating verbs (*have, be, belong to, means, represents, is called*) to define or describe topic and/or entity (*Marsupials are mammals that carry their babies in a pouch.*)
- Timeless present verbs (*carries, travels, swims*) to indicate generalizable nature of information

Establish objective or neutral stance through...

- Declarative statements to provide objective, factual information
- Technical word choices to add precise and descriptive information without evaluative language (*the red-bellied piranha versus the terrifying piranha*)
- Generalized nouns to identify class of things (*marine life versus dolphins, sea turtles*)
- Reporting devices to integrate sourced information into saying verbs (*said, reported, claims*), direct and indirect quotes

Add precision and details to define, describe, compare, and classify topic and/or entity through...

- Adverbial and prepositional phrases to specify times and location (*every year, during the 17th century, in the North Atlantic, throughout Australia*)
- Comparing/contrasting connectors to differentiate between entities or components (*unlike/like, fewer/more than, however, likewise*)
- Variety of structures (past tenses, embedded clauses, passive voice, complex sentences) to report on past events
- Expanded noun groups and adjectives to add details to the concept or entity (*spherical ball of rocks or gas*), and to classify or qualify information (*environmental threats, greenhouse gasses*)
- Visuals (graphs, labeled diagrams, photos) to support key details

Develop coherence and cohesion throughout text through...

- Pronouns, demonstratives, synonyms, and renaming to reference and link ideas/entities across sections of text (*his, he; these, this; tornado=natural disaster; Orca=ocean mammal=killer whale*)
- Ellipsis to reduce repetition and redundancy (*Scientists asked legislators to make changes to protect turtles and they did [make the changes]*)
- Topic nouns to begin sentences or paragraphs across text
- Nominalizations to represent abstract concepts (*Leatherbacks are declining=this decline in population*)

GRADES
4-5

WIDA ELD STANDARD 2

Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Argue.Interpretive

Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5.Argue.Expressive

Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Language Functions and Sample Language Features

Introduce and develop a topic clearly; state an opinion through...

- Declarative statements to frame topic, provide background information, and state opinion (*The Proudest Blue provides a great example of being proud of your heritage.*)
- Noun groups (*adjectives, embedded clauses*) to add description and/or introduce topic (*Lance, a first-generation immigrant; Dinner, which was always wonderful*)
- Pronouns, synonyms, renaming subjects to maintain cohesion (*they=the new arrivals=immigrants=the foreigners*)
- First person (*I think, In my opinion*) or third person (*this book provides, the author believes*) to state an opinion

Support opinions with reasons and information through...

- A variety of clauses (*adverbial, embedded*) to support opinion and/or claim (*quotes, examples, detailed descriptions*)
- Expanded noun and verb groups to add detail (*Faizah arrived for her first day of school with a new backpack and light-up shoes.*)
- Connectors to elaborate an idea/interpretation (*so, this means, therefore, a way to think about this*)
- Connectors to link claim/opinion with evidence and reasoning (*because, as a result, when, if, although, but*)
- Modality to express obligation or certainty (*might, could, must, need to, have to*)

Use a formal style through...

- First person (personal) or third person (neutral) to present point of view (*The book tells us that even through difficult times, we can still stick to our culture.*)
- Authoritative declarative sentences to evaluate and interpret events (*The Proudest Blue teaches us to be proud of our culture.*)
- Evaluative adjectives and adverbs to add writer's perspective (*beautiful, amazing, unfortunately*)
- Emotive or objective language to appeal to logic or feelings (*love flowed from everything she made versus she cooked dinner*)

Logically connect opinions to appropriate supporting evidence, facts, and details; offer a concluding statement or section through...

- That-clauses to link claim with evidence (*This shows that the theme is*)
- Connectors to sequence points in the argument (*first, furthermore, as evidenced by*)
- Summary statement to reiterate opinion or encourage a response (*I recommend this book, a book to help us remember*)

GRADES
4-5

WIDA ELD STANDARD 3

Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.4-5.Explain.Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing problem-solving steps
- Evaluating a pattern or structure that follows a given rule

ELD-MA.4-5.Explain.Expressive

Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or steps to solve problem
- State reasoning used to generate solution

Language Functions and Sample Language Features

Introduce concept or entity through...

- Mathematical terms and phrases to describe concept, process, or purpose (*the angles within a circle can be measured with a protractor like this*)
- Relating verbs (*belong to, are part of, be, have*) to define or describe concept

Share solution with others through...

- Generalized nouns to add precision to discussion (*conversion, measurement, volume*)
- Language choices to reflect on completed and on-going process (*we should have done this, we might be able to, what if we try*)
- First person (*I, we*) to describe approach; third person to describe approach with neutral stance of authority
- Observational (*notice, it appears, looks like*) and comparative language (*different from, similar to, the same*) to share results (*We notice our process was different, but we have the same solution.*)

Describe data and/or steps to solve problem through...

- Abstract, generalized, or multi-meaning noun groups to add precision to mathematical descriptions (*operation, associative property, area formula, function*)
- Past tense doing verbs (*measured, converted*) and thinking verbs (*remembered, thought, figured out*) to recount steps
- Visuals (charts, graphs, diagrams, manipulatives, drawings) to support approach and/or solution
- Connectors to order steps (*first, next, then*) and indicate causal relationships (*because, so, that means, as a result*)

State reasoning used to generate solution through...

- Declarative statements to state conclusion with a neutral stance of authority (*These two fractions are equivalent because...*)
- Causal connectors to express reasoning (*We multiplied the two numbers together because...*)
- Conjunctions (*if/then, when/then, because, as, since, so that*) to establish result/condition relationships (*if the field has a length that is twice its width, then the area is...*)

GRADES
4-5

WIDA ELD STANDARD 3

Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA.4-5.Argue.Interpretive

Interpret mathematics arguments by

- Comparing conjectures with patterns, and/or rules
- Distinguishing commonalities and differences among ideas in justifications
- Extracting patterns or rules from solution strategies to create generalizations

ELD-MA.4-5.Argue.Expressive

Construct mathematics arguments that

- Create conjecture using definitions, patterns, and rules
- Generalize commonalities and differences across cases
- Justify conclusions with patterns or rules
- Evaluate others' arguments

Language Functions and Sample Language Features

Create conjecture using definitions, patterns, and rules through...

- Relating verbs (*have, belong to, be*) to make a claim (*9/15 is equivalent to 3/5 and 6/10 is an equivalent fraction too because they are all multiples*)
- Adverbial phrases (*for qualities, quantities, frequency*) to add precision related to conjecture (*The interior angles of a triangle will always add up to 180°*)

Generalize commonalities and differences across cases through...

- Conditional clauses (*when, if*) to extend conjecture (*If you remember the inverse operations, you can figure out the missing quantity by...*)
- Declarative statements to present generalizable processes (*The divisibility rules can help you find all the factor pairs of a product.*)

Justify conclusion with patterns or rules through...

- Conditional structures (*if/then, when*) to demonstrate conclusions (*Adding 3 to an even number always gives you an odd number and if you add 3 to an odd number, you will get an even number.*)
- Technical nouns and noun groups to add precision and details (*exponents, decimals, inverse operations, intersecting lines*)
- Drawings, manipulatives, diagrams, graphs, models to demonstrate thinking

Evaluate others' arguments through...

- Questions (*how, what, why*) and requests (*could, would*) to ask for clarification or information (*How did you know how to start? Could you explain this part of your diagram?*)
- Declarative statements to disagree/debate (*I don't think that's right, I disagree, how did you, I did it differently, let's compare our process*)

GRADES

4-5

WIDA ELD STANDARD 4

Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.4-5.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

ELD-SC.4-5.Explain.Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

Language Functions and Sample Language Features

Describe observations and/or evidence about a phenomenon through...

- Abstract nouns to introduce concepts, ideas, and technical terms (*cycles, states of matter, condensation*)
- Cohesion to reference ideas, people across text (*pronouns, renaming subject, synonyms*)
- Relating verbs to state relationships or attributes (*have, be, belong to*)
- Timeless verbs to state on-going facts about the phenomenon (*ocean water evaporates*)

Establish neutral or objective stance in communicating results through...

- Passive voice and declarative statements (*evaporation is caused by, ice and snow evaporate*)
- Word choices to moderate stance, e.g., hedging (*could/might, sometimes, usually*)
- Objective language to adjust precision and/or invite shared interest

Develop reasoning to show relationships between evidence and claims through...

- Nominalizations to represent abstract concepts (*condensation*)
- Connectors to link clauses and combine ideas into logical relationships (*so, because, and then*), or express causality (*when, although, in order to*)
- A variety of ways to describe phenomena (relative clauses, declarative statements)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution through...

- Labeling/describing diagrams, graphs and tables to add information about the phenomenon
- Ask and answer questions to clarify or hypothesize about phenomenon
- Conditional clauses (*if/then*) to generalize phenomenon to additional contexts

GRADES
4-5 WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.4-5.Argue.Interpretive

Interpret scientific arguments by

- Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence
- Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation

ELD-SC.4-5.Argue.Expressive

Construct scientific arguments that

- Introduce topic/phenomenon in issues related to the natural and designed world(s)
- Make and define a claim based on evidence, data, and/or model
- Establish a neutral tone or an objective stance
- Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim

Language Functions and Sample Language Features

Introduce topic/phenomenon related to the natural and designed world(s) through...

- Generalized nouns to define phenomenon (*weathering, erosion, eruptions, mapping*)
- Relating verbs (*have, belong to, be*) to define topic/phenomenon (*The Earth is shaped by many forces like wind and water.*)
- Expanded noun phrases to add clarity, classify, or add descriptions (*underground pressure, marine shell fossils*)

Make and define claim based on evidence, data, and/or model through...

- Expanded noun groups to add precision and details (*Earth's cycles of heating and cooling*)
- Connectors to link ideas (*as a result, therefore, over time*)
- Maps, diagrams, graphics, data to support claim/evidence

Establish a neutral tone or an objective stance through...

- Passive voice to keep focus on topic (*The Earth was shaped by many forces.*)
- Active verb groups to describe phenomenon (*Water erodes rock over time.*)
- Declarative third person statements to record claim, observations, conclusion (*Wind causes erosion in three ways.*)

Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim through...

- Connectors to signal time (*next, at the same time*), causality (*therefore, consequently, as a result, because*), clarification (*for example, this shows how*)
- Reference devices (pronouns, synonyms, renaming subject) to create cohesion across text
- Modal verbs to describe possible impacts of phenomenon on various situations, including human (*Natural forces like tsunamis and volcanic eruptions can impact the Earth's surface and people's safety.*)

GRADES
4-5

WIDA ELD STANDARD 5

Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.4-5.Explain.Interpretive

Interpret social studies explanations by

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5.Explain.Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

Language Functions and Sample Language Features

Introduce phenomena or events through...

- Prepositional phrases of time, place to contextualize phenomena or events
- Relating verbs (*have, be*) to define phenomena or events
- Nouns to represent abstract concepts (*factors, effects, economics*)
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)

Describe components, order, causes and effects, or cycles using relevant examples and details through...

- Connectors to order, sequence, show relationships among ideas (*the first factor, after the bill passed, that caused*)
- Noun groups to provide details answering who, what, when, where (*They made maple syrup in the spring outside the winter camp.*)
- Verbs groups to add accuracy (*traveled quickly and quietly*)

Generalize probable causes and effects of developments or events through...

- Word choices to evaluate, judge, or appreciate significance of event or phenomenon
- Nominalizations to summarize events and name abstract phenomenon (*city expansion*)
- Declarative statements to evaluate or interpret events

GRADES

4-5

WIDA ELD STANDARD 5

Language for Social Studies

Argue

Language Expectations: Multilingual learners will...**ELD-SS.4-5.Argue.Interpretive**

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

Language Functions and Sample Language Features**Introduce topic through...**

- Generalized nouns and descriptive title to introduce topic (*Native Peoples of Wisconsin*)
- Declarative statements to present position and/or provide background information
- Expanded noun groups to provide detail about the topic with relative clauses (*The Ho-Chunk, an Indigenous Nation in Wisconsin*)
- Pronouns, synonyms, renaming subject to create cohesion
- Connectors to structure paragraphs (*first, In the beginning, meanwhile, as a result, In conclusion*)

Select relevant information to support claims with evidence gathered from multiple sources through...

- Variety of clauses (adverbial, embedded) to add details, examples, quotes, data (*in the book, according to, the author tells us*)
- Adverbial and prepositional phrases to specify time (duration, specific date, or range), location, how or why something happened (*During the 1800s, many native peoples were forced to move west because of settlers from the east*)
- Doing verbs (*fled, hunted*) to identify agent

Establish perspective through...

- Passive voice to keep emphasis on main topic rather than who or what is doing the action (*the people were forced off their land*). Alternately, use active voice to keep emphasis on who or what is doing the action.
- Evaluative verbs, adverbs, and adjectives to add author's perspective (*forced, lonely, worst*)
- Objective or emotive language to appeal to logic or feelings (*relocated versus forcibly driven from their home*)

Show relationships between claims with reasons and multiple sources of evidence through...


- Connectors to link claims with evidence and reasoning (*because, so, and*)
- Connectors to signal alternate points of view (*one way, another way, on the other hand*)
- Connectors to show comparison/contrast (*if, unless, however*)
- Modality in summary statements to reiterate position, or create a call to action (*should, must, necessary to, might, could*)

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a red background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADES

4-5

WIDA ELD STANDARD 2

Language for Language Arts

Argue

Annotated Language Sample

Context: This is a mentor text developed by a teacher to apprentice her fourth-grade class to write arguments. The teacher read, deconstructed, and analyzed the mentor text with her students to make visible how the text is structured, as well as the way certain language features are employed to meet the purpose of the argument. Then, the teacher and students jointly constructed another argument text making use of similar structures and language features.

Language Expectation: ELD-LA.4-5.Argue.Expressive

Multilingual learners use language to construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Functions & Features	School over Summer?	Functions & Features
<p>Introduce and develop a topic clearly; state an opinion through...</p> <p>Declarative statement to frame the topic</p> <ul style="list-style-type: none"> • Although there are ... school over the summer. <p>First person to state an opinion</p> <ul style="list-style-type: none"> • I • my position <p>Noun groups to introduce topic</p> <ul style="list-style-type: none"> • <u>many great things about vacations</u> • <u>students and teachers</u> 	<p>Although there are <u>many great things about vacations, students and teachers</u> should go to school over the summer. I will share <u>several reasons</u> to support my position on this issue.</p> <p>First, if students went to school over the summer, they <u>would forget</u> less of what they learned during the <u>school year</u> and be better prepared for the next grade. Also, some students <u>do not go</u> on trips or go to camp, and going to school over the summer means they <u>would not get bored</u>.</p>	<p>Support opinions with reasons and information through...</p> <p>Noun groups and verb groups to add detail</p> <ul style="list-style-type: none"> • <u>several reasons</u> • <u>school year</u> • <u>would forget</u> • <u>do not go</u> • <u>would not get bored</u> <p>Logically connect opinions to appropriate evidence through...</p> <p>Connectors to sequence points in the argument</p> <ul style="list-style-type: none"> • first • also

Functions & Features	School over Summer? <i>Continued</i>	Functions & Features
<p>Introduce and develop a topic clearly; state an opinion through...</p> <p>Pronouns and renaming subject to maintain cohesion</p> <ul style="list-style-type: none"> • teachers ... their own ... their time <p>Use a formal style through...</p> <p>Third person to present point of view</p> <ul style="list-style-type: none"> • teachers • students 	<p>Additionally, <u>teachers</u> work on <u>their own</u> during the summer anyway, and it <u>would be</u> a better use of <u>their time</u> to work with students.</p> <p>As stated above, it is my position that going to school over the summer would benefit students and teachers.</p>	<p>Logically connect opinions to appropriate evidence through...</p> <p>Connectors to sequence points in the argument</p> <ul style="list-style-type: none"> • additionally • as stated above <p>Support opinions with reasons and information through...</p> <p>Modality to express certainty</p> <ul style="list-style-type: none"> • <u>would be</u>... <p>Summary statement to reiterate opinion</p> <ul style="list-style-type: none"> • As stated above, it is my position that... teachers.

GRADES
4-5

WIDA ELD STANDARD 5

Language for Social Studies

Explain

Annotated Language Sample

Context: This mentor text was developed by a researcher who modeled for fourth graders how to write an explanation for a social studies unit focusing on the indigenous people of Wisconsin. Students learned about who the groups of people are (and were) and studied the causes and effects of phenomena, such as removing people from their land, sending children to boarding schools, and treaties. For their writing assignment, students produced a factorial explanation where they identified and described the factors that led to a particular outcome, such as loss of identity, loss of language, and loss of culture.

Language Expectation: ELD-SS.4-5.Explain.Expressive

Multilingual learners use language to construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

Functions & Features	Loss of Identity and the Menominee	Functions & Features
<p>Introduce phenomena or events through...</p> <p>Prepositional phrases of time, place to contextualize phenomenon or event</p> <ul style="list-style-type: none"> • from the forest • before Europeans arrived • in western Wisconsin • along the Green Bay • on the Wolf River <p>Relating verbs to define phenomenon or event</p> <ul style="list-style-type: none"> • is, is, is <p>Cohesion to reference people across text</p> <ul style="list-style-type: none"> • the Menominee Nation, the Menominee, Menominee people (renaming) 	<p>Identity <u>is</u> who you are. So, to say that you lost your identity is to say you lost who you are. This is what happened to <u>the Menominee Nation of Wisconsin</u>.</p> <p><u>The Menominee Nation</u> <u>is a group of</u> <u>people native to Wisconsin</u>. <u>Their traditions and identity</u> come <u>from the forest</u>. <u>Before the Europeans arrived</u> <u>the Menominee</u> <u>lived in western Wisconsin along the shores of Lake Michigan and Green Bay</u>. They <u>hunted</u> for animals and <u>fished</u> for sturgeon <u>on the Wolf River</u>. <u>The forest</u> was very important to them. <u>The forest is</u> their identity. <u>Menominee people</u> say, "we are the forest".</p>	<p>Describe components, order, causes and effects, or cycles using relevant examples and details through...</p> <p>Noun groups to provide details answering who, what, when, where</p> <ul style="list-style-type: none"> • the Menominee Nation of Wisconsin • a group of people native to Wisconsin • their tradition and identity • the forest • Menominee people <p>Verbs groups to add accuracy</p> <ul style="list-style-type: none"> • lived • hunted • fished

Functions & Features	Loss of Identity and the Menominee Continued	Functions & Features
<p>Introduce phenomena or events through...</p> <p>Nouns to represent abstract concepts</p> <ul style="list-style-type: none"> • <u>identity</u> • <u>factors</u> • <u>homelands</u> <p>Cohesion to reference ideas, people across text</p> <ul style="list-style-type: none"> • the first factor ... this ... it (pronouns) • they, they, they (repetition) • had to give up, had to give up (repetition) <p>Generalize probable causes and effects of events or developments through...</p> <p>Nominalizations to summarize event and name abstract phenomenon</p> <ul style="list-style-type: none"> • <u>taking their land away</u> • <u>cutting down their forest</u> • <u>assimilation</u> 	<p>When the Europeans arrived in the 1600s, everything changed for the worse. The Menominee people lost their <u>identity</u>, almost forever. There are three factors which caused the Menominee to lose their identity. The first is <u>taking their land away</u>, the second is <u>cutting down their forest</u>, the third is <u>assimilation</u>.</p> <p><u>The first factor</u> that <u>caused</u> the Menominee people <u>to lose</u> their identity was that the US government <u>forced</u> them <u>to give up</u> their land. This <u>happened</u> first in the 1820s. <u>Native peoples from New York were pushed out</u> of their <u>homelands</u> and <u>were trying to find</u> a new place to live. <u>The US government</u> told the Menominee they <u>had to give up</u> <u>500,000 acres of their land</u> to <u>the Oneida and the Mochican</u>. It <u>happened</u> again in 1848, when Wisconsin became a state. <u>They</u> <u>had to give up</u> the rest of their land. Without their forests, they <u>couldn't be</u> themselves. <u>They</u> <u>lost</u> their identity. <u>Fortunately, some of the Menominee</u> leaders fought back. In 1854, <u>they</u> got back <u>276,000 of forest along the Wolf River</u>.</p>	<p>Describe components, order, causes and effects, or cycles using relevant examples and details through...</p> <p>Connectors to order, sequence, show relationships among ideas</p> <ul style="list-style-type: none"> • there are three factors • the first factor <p>Noun groups to provide details answering who or what</p> <ul style="list-style-type: none"> • <u>the US government</u> • <u>native peoples from New York</u> • <u>the Oneida and the Mochican</u> • <u>500,000 acres of their land</u> • <u>some of the Menominee leaders</u> • <u>276,000 of forest along the Wolf River</u> <p>Verbs groups to add accuracy</p> <ul style="list-style-type: none"> • <u>caused to lose</u> • <u>forced ... to give up</u> • <u>happened</u> • <u>were pushed out</u> • <u>were trying to find</u> • <u>had to give up</u> • <u>couldn't be ...</u> • <u>lost</u>

Functions & Features	Loss of Identity and the Menominee Continued	Functions & Features
<p>Introduce phenomena or events through...</p> <p>Nouns to represent abstract concepts</p> <ul style="list-style-type: none"> • <u>tradition</u> • <u>assimilation</u> <p>Relating verbs to define phenomenon</p> <ul style="list-style-type: none"> • <u>is</u> <p>Generalize probable causes and effects of events or developments through...</p> <p>Word choices to evaluate, judge, or appreciate significance of event</p> <ul style="list-style-type: none"> • <i>unfortunately</i> • <i>destroyed</i> • <i>fortunately</i> • <i>alive</i> • <i>almost lost forever</i> • <i>never do that again</i> <p>Declarative statements to evaluate or interpret events</p> <ul style="list-style-type: none"> • Unfortunately, the US ... forest. • Fortunately, ... assimilation. • We should ... group of people. 	<p><u>The second factor that caused the Menominee to lose their identity</u> was logging. <u>The Menominee tradition</u> was to only cut down mature trees. This is a way to protect the forest. <i>Unfortunately, the US forest service</i> put a big sawmill on their land and used it to clear-cut <u>big sections of the forest</u>. Clear-cut <u>is</u> when you cut down everything at once. <u>The forest service</u> also left behind lots of brush which caught fire and <i>destroyed</i> more of the forest. The Menominee believe that they are the forest. When you cut down the forest, you cut down the people.</p> <p>The third factor that led to the Menominee to lose their identity was <u>assimilation</u>.</p> <p>....</p> <p><i>Fortunately</i>, there were enough Menominee people who <u>fought</u> the US government against taking their land, logging, and assimilation. <u>One time the Menominee elders lay down</u> on the highway <u>to prevent</u> the land from being sold. In 1969, a law <u>was passed</u> that gave them back their Reservation. Today there are many Menominee people who still remember their identity and <u>teach</u> their ways to the children. So <u>the Menominee identity</u> is still <i>alive</i>. But because of the bad things the US government did, it was <i>almost lost forever</i>. We <u>should remember</u> what happened and <i>never do that again</i> to <u>a group of people</u>.</p>	<p>Describe components, order, causes and effects, or cycles using relevant examples and details through...</p> <p>Connectors to order, sequence, show relationships among ideas</p> <ul style="list-style-type: none"> • the second factor • the third factor • one time • today <p>Noun groups to provide details about who or what</p> <ul style="list-style-type: none"> • <u>the second factor that caused the Menominee to lose their identity</u> • <u>the Menominee tradition</u> • <u>the US forest service</u> • <u>big sections of the forest</u> • <u>the Menominee elders</u> • <u>the Menominee identity</u> • <u>a group of people</u> <p>Verb groups to add accuracy</p> <ul style="list-style-type: none"> • <u>fought</u> • <u>lay down to prevent</u> • <u>was passed</u> • <u>teach</u> • <u>should remember</u>

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
 - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward their independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 4-5 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around specific topics (<i>clean water</i>) with multiple related simple sentences	to meet a purpose (to inform, argue, explain or narrate) in a series of topic-related extended sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in a text (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons across a text
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	frequently used cohesive devices (repetition, demonstratives)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (including class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text including substitution and ellipsis	cohesive devices and common strategies that connect ideas throughout text (given/new)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	multi-word noun groups with connectors (<i>mean and nasty bullies</i>)	expanded noun groups with classifiers (<i>mean and nasty fourth grade bullies</i>)	expanded noun groups with prepositional phrases (<i>my favorite character in this book</i>)	expanded noun groups with embedded clauses (<i>my favorite character who stood up to the bullies</i>)	expanded noun groups with a variety of embedded clauses (<i>my favorite character who stood up to the bullies and hardship</i>)	expanded noun groups with a wide variety of embedded clauses and compacted noun groups (nominalization: <i>she stood up to bullies = her courage</i>)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	simple sentences (<i>Strong winds blow through the forest.</i>)	related simple sentences (<i>Winds blow through the forest. The trees sway and shake.</i>)	multiple related simple sentences (<i>Winds blow through the forest. The trees sway and shake. Dead branches fall off to the ground.</i>)	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: <i>The trees sway and shake, and dead branches fall off to the ground.</i>)	compound sentences with frequently used ways of combining clauses (<i>Strong winds blow through the forests, but the mighty oaks stand tall and proud.</i>)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (<i>When strong winds blow through the forests, the trees sway and shake.</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	situation-specific words and phrases (<i>between those two black wires</i>)	an increasing number of words and phrases (<i>Over there on the board?</i>)	a growing number of words and phrases in a variety of contexts (<i>lightbulb went off, the electric circuit</i>)	an expanding number of words and phrases including idioms and collocations (<i>push and pull, quit pulling my leg</i>)	a variety of words and phrases, such as adverbials of time, manner, and place; verb types; collocations; and abstract nouns (<i>the invisible force between two magnets</i>)	a wide variety of words, phrases, and expressions with multiple meanings across content areas (<i>electric shock versus I'm shocked</i>)

Grades 4–5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	short sentences linked by topic to convey an emerging sense of purpose (to inform, explain, argue, narrate)	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: <i>first, and then, then</i>)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action)	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text (<i>the first reason, the second reason, the evidence is...</i>)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	some frequently used cohesive devices (repetition, demonstratives)	some formulaic cohesive devices (pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding variety of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (substitution, ellipsis, given/new)	a wide variety of cohesive devices used in genre- and discipline-specific ways
DISCOURSE Density of language	Elaborate or condense ideas through...					
	a few types of elaboration (adding familiar adjectives to describe nouns: <i>maple syrup</i>)	some types of elaboration (adding newly learned or multiple adjectives to nouns (<i>thick, sweet, sticky maple syrup</i>))	a growing number of types of elaboration (adding articles or demonstratives to nouns: <i>the dark syrup</i>)	a variety of types of elaboration (adding in a variety of adjectives including concrete and abstract nouns: <i>the long, slow process...</i>)	a wide variety of types of elaboration (adding in embedded clauses after the noun: <i>the sap which boiled for six hours...</i>)	flexible range of types of elaboration that includes embedded clauses and condensed noun groups (elaborating: <i>a sweet sap that turned into a delicious syrup after hours of boiling and condensing through nominalization: this tedious process</i>)

CONTINUED

Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	sentence fragments and emerging use of simple sentences (<i>the blue one, the red one</i>)	simple sentences (<i>The red side pushed away. The blue side stayed.</i>)	sentences with emerging use of clauses (<i>The red side blocked the paperclip. The blue side picked it up. They are opposites.</i>)	simple or compound sentences with familiar ways of combining clauses (with coordinating conjunctions: <i>The red side repelled the paperclip, but also it....</i>)	compound and complex sentences with frequently used ways of combining clauses (with coordinating conjunctions: <i>Neither the red one nor the blue one...</i>)	compound and complex sentences characteristic of the genre and content area, with a variety of ways of combining clauses (with a range of techniques to extend, or shorten sentences: <i>The magnetic force caused the paperclip to lift off the table because the paperclip is metal.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	some frequently used words and phrases with some precision (<i>social studies, government</i>)	a small repertoire of words and phrases with developing precision (<i>branches of government, executive power</i>)	a growing repertoire of words and phrases with growing precision (<i>the founders, "two if by land..."</i>)	an expanding repertoire of words and phrases, including idioms and collocations with expanding precision (<i>the lights are on but nobody's home...</i>)	a flexible repertoire of words and phrases, such as adverbials of time, manner, and place; verb types; and abstract nouns; with consistent precision (<i>as a result of the war, forming a new nation</i>)	a variety of words and phrases, including evaluation, obligation, idioms, and collocations (<i>necessary sacrifices, outdated law, fit for a king</i>)

GRADES 6-8

Grades 6-8

Middle schoolers are developing a stronger sense of independence, becoming more sophisticated thinkers and problem solvers. As they develop, they can more strategically self-regulate and plan how to use resources (including multiple languages and cultures), make decisions, and take steps to address academic challenges. They can use their thinking more flexibly, separate opinion from fact, substantiate claims with evidence, and recognize perspective and bias.

The home-school connection continues to be an important facet of education for middle-schoolers. Their interest in inquiry presents opportunities to explore various cultural points of view. In school and at home, students, families, and educators can discuss world events and issues while capitalizing on the community's collective linguistic and cultural knowledge.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 6-8:

- The most prominent **Key Language Uses**
- **Language Expectations**, Language Functions, and Language Features
 - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

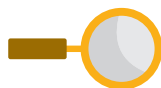
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-10 offers snapshots of some ways students engage in each Key Language Use throughout grades 6-8.

Table 3-10: Snapshots of Key Language Uses in Grades 6-8

Snapshots of Key Language Uses in Grades 6-8	
Narrate	<ul style="list-style-type: none"> Describe people, objects, and scenes using imagery, metaphors, and other stylistic devices Manipulate pace to bring attention to key points in the narrative Underscore the significance of events Create tension and suspense Interpret and use historical narratives as primary source evidence in constructing arguments
Inform	<ul style="list-style-type: none"> Manage information about entities according to their composition, taxonomies, and classifications Identify and describe various relationships among ideas and information Interpret multiple sources of information to develop knowledge before reporting on topics Construct research reports that require multiple sources of factual information
Explain	<ul style="list-style-type: none"> Identify, analyze, and give account for causal, consequential, or systems relationships Apply scientific reasoning to show how or why something works Construct explanations using models or representations Use evidence in the construction of scientific explanations
Argue	<ul style="list-style-type: none"> Interpret multiple sources of information to develop claims and counterclaims Construct claims and offer them for debate Respond to counterclaims Contextualize and evaluate primary and secondary sources Analyze literary techniques, such as the development of theme and characterization in works of fiction



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 6-8 are the basis for its **Language Expectations**. They are marked with a filled-in circle (●) in the boxes of Table 3-11. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-11: Distribution of Key Language Uses in Grades 6-8

Distribution of Key Language Uses in Grades 6-8				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

 Most Prominent
  Prominent
  Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Functions

Language Expectations are built around a set of **Language Functions**. Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-5, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

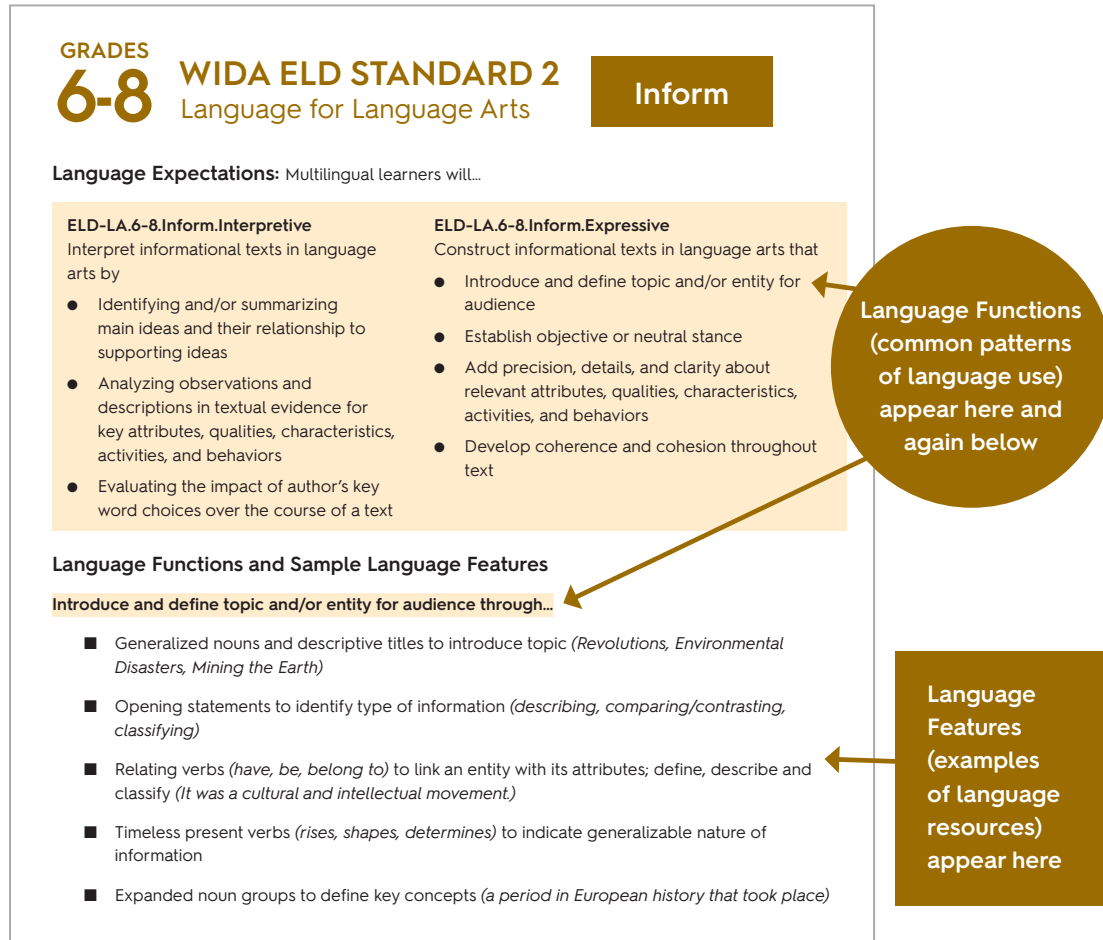
Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-5, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-5 on the next page shows how the Language Functions and Language Features appear.

Figure 3-5: Grades 6-8 Language Functions and Language Features



GRADES
6-8 **WIDA ELD STANDARD 1**
Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are meant to be interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations below are the same for grades 4-12.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

GRADES

6-8**WIDA ELD STANDARD 1**

Social and Instructional Language

Language Expectations: Multilingual learners will...**Explain****ELD-SI.4-12.Explain**

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...**Argue****ELD-SI.4-12.Argue**

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

GRADES
6-8

WIDA ELD STANDARD 2

Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.6-8.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone

ELD-LA.6-8.Narrate.Expressive

Construct language arts narratives that

- Orient audience to context and point of view
- Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to context and point of view through...

- Expanded noun groups to state who or what the narrative is about
- A variety of sentence types to introduce the context such as rhetorical and other questions, statements, dialog (*Are we ever truly happy? It was confusing time, nothing seemed normal.*)
- Adverbial and prepositional phrases to establish time and location (*They stood together silently on the hill as the sun rose.*)
- Statements and questions to foreshadow or state complication (*As she walked home, she felt watched.*)

Develop and describe characters and their relationships through...

- Verbs to describe character behaviors (*turned instinctively*), thoughts (*concerned*), feelings (*pleased*), speech (*asked weakly*)
- Expanded verb groups to show relationship between characters
- Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships (*"Danny," the old man said, "I was angry. Forgive me."*)
- Expanded noun groups to add description and detail (*He was short, but strong, with light, closely cut hair and a determined face.*)
- Cohesive devices (pronouns, demonstratives, renaming, synonyms) to reference characters or ideas across the text

Develop story, including themes with complication and resolution, time, and event sequences through...

- Dependent clauses to add details (*the race, which only happened every four years*)
- A variety of verb tenses to pace narrative and locate events in time, including dialog (*"Where are you going?" I asked.*)
- Connectors to develop and link sections of text to sequence time (*meanwhile, later*), ideas (*in the first place, at this point*), and add information (*what's more, likewise, in addition*)
- Statements to provide closure, evaluate experience, or summarize narrative (*Finally, it was over; The experience was enlightening; There are some things that can't be seen but only felt.*)

Engage and adjust for audience through...

- Evaluative word choices to describe author's attitudes (*with death-cold scorn in his voice; pitiful, gracious, self-sacrificing, enriching*)
- Literary devices (similes and metaphors) to enrich the narrative (*fly like an eagle, life is a highway*), alliteration (*babbling brook*), sensory words/phrases, and onomatopoeia (*tick-tock*)
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in (*She scuffled away across the snowy field like a small hunched animal.*)

GRADES
6-8

WIDA ELD STANDARD 2

Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.6-8.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
- Evaluating the impact of author's key word choices over the course of a text

ELD-LA.6-8.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Generalized nouns and descriptive titles to introduce topic (*Revolutions, Environmental Disasters, Mining the Earth*)
- Opening statements to identify type of information (*describing, comparing/contrasting, classifying*)
- Relating verbs (*have, be, belong to*) to link an entity with its attributes; define, describe, and classify (*It was a cultural and intellectual movement.*)
- Timeless present verbs (*rises, shapes, determines*) to indicate generalizable nature of information
- Expanded noun groups to define key concepts (*a period in European history that took place*)

Establish objective or neutral stance through...

- Declarative statements to provide objective, factual information
- Technical word choices to add precise and descriptive information without evaluative language (*the effects versus devastating effects*)
- Generalized nouns to maintain neutrality (*millennials, stringed instruments, marsupials*)
- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)
- Reporting devices (saying verbs) to integrate sourced information into report (*said, reported, claims*), direct and indirect quotes

Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through...

- Adverbial and prepositional phrases to specify time and location (*in 1592, following the Middle Ages, during the spring, along the ridge, located within the Earth's core*)
- Expanded noun groups to add precision (*strummed or plucked vibration of the strings*)
- Adjectives and adverbs to answer questions about quantity, size, shape, manner (*microscopic, right-angled, voraciously, precisely*)
- Contrasting connectors to differentiate between entities or components (*unlike, as opposed to, however*)
- Visuals (graphs, data, diagrams) to support key details

Develop coherence and cohesion throughout text through...

- Referential devices (pronoun reference, synonyms, renaming, collocations) to link ideas across sections of text
- Topic or headings to serve as openers for sentences or paragraphs
- Nominalization to condense clauses (*it rained year after year=annual floods*) or summarize key ideas

GRADES

6-8**WIDA ELD STANDARD 2**

Language for Language Arts

Argue**Language Expectations:** Multilingual learners will...**ELD-LA.6-8.Argue.Interpretive**

Interpret language arts arguments by

- Identifying and summarizing central idea distinct from prior knowledge or opinions
- Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

ELD-LA.6-8.Argue.Expressive

Construct language arts arguments that

- Introduce and develop claim(s) and acknowledge counterclaim(s)
- Support claims with reasons and evidence that are clear, relevant, and credible
- Establish and maintain formal style
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

Language Functions and Sample Language Features**Introduce and develop claim(s) and acknowledge counterclaim(s) through...**

- Declarative statements to frame topic, provide background information, state claim, and acknowledge counterclaim (*Graphic novels provide a unique way to read that appeals to many teenagers.*)
- Noun groups to provide details (*Maus, a graphic novel written and illustrated by Art Spiegelman...*)
- Connectors to introduce alternative points of view (*although, on the other hand, unlike, contrary to common belief*)
- Pronouns, synonyms, collocations, renaming subjects to maintain cohesion (*graphic novels=these unique texts=young adult comic books*)

Support claims with reasons and evidence that are clear, relevant, and credible through...

- A variety of clauses (adverbial, embedded) to support opinion and/or claim(s) (quotes, references, detailed descriptions, examples or other sources and data) (*according to X, the author's claim*)
- Connectors to elaborate an idea/interpretation (*so, this means, therefore, leading one to believe, a way to think about this*)
- Connectors to link claim(s) with evidence and reasoning (*because, as a result, when, if, although, but*)
- Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases)
- Modality to express obligation or certainty (*might, could, must, need to*) or to open up to other possibilities (*possibly, apparently, perhaps, definitely, absolutely*)

Establish and maintain formal style through...

- First, second, third person use to connect with reader, build alliance, or maintain neutrality (*unjust power, a theme throughout the text, reminds us to be aware of our individual resourcefulness as sources of hope in desperate situations*)
- Authoritative declarative sentences to evaluate and interpret events (*Spiegelman's clever use of imagery and graphic layout presents a unique way of using the graphic novel format*)
- Nouns, adjectives, verbs, and adverbs to adjust intensity and strength of message (*somewhat powerful versus incredibly powerful; ugly versus grotesque*)

Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion through...

- Connectors to support inferential conclusions (*Students' preference for graphic novels is evident because/due to the rate these novels are checked out of the library*)
- Comparing/contrasting connectors to differentiate between claims and counterclaims (*unlike, as opposed to, contrasted with, conversely, similarly, in spite of that*)
- Verb structures to present information in a variety of ways (*past, timeless present, passive voice*)
- Connectors to sequence points in the argument and maintain logical progression (*one way, another point, as mentioned previously, in addition*)
- Summary statement to reiterate claim(s), call to action, or encourage a response (*While Maus relies on images to get the point across, the message of how we dehumanize others is loud and clear*)

GRADES
6-8

WIDA ELD STANDARD 3

Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.6-8.Explain.Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing possible ways to represent and solve a problem
- Evaluating model and rationale for underlying relationships in selected problem-solving approach

ELD-MA.6-8.Explain.Expressive

Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or problem-solving strategy
- State reasoning used to generate solution

Language Functions and Sample Language Features

Introduce concept or entity through...

- Mathematical terms and phrases to describe concept, process, or purpose (*this probability model, randomized sampling will provide more valid results*)
- Relating verbs (*belong to, are part of, be, have*) to define or describe concept

Share solution with others through...

- Generalized nouns to add precision to discussion (*distributions, probability, frequencies*)
- Language choices to reflect on completed and on-going process (*we should have done this, we might be able to, what if we try*)
- First person (*I, We*) to describe approach; third person to describe approach with neutral stance of authority
- Observational (*notice, it appears, looks like*) and comparative language (*different from, similar to, the same*) to share results (*We notice our process was different, but we have the same solution.*)
- Modality (verbs, adverbs, nouns, adjectives) to express opinions, degrees of certainty, or temper disagreement (*It's a possibility, We have to do it this way, Maybe we could look at*)

Describe data and/or problem-solving strategy through...

- Abstract, generalized, or multi-meaning noun groups to add precision to mathematical descriptions (*randomized variation, proportional relationships, constituents*)
- Visual data displays (tables, tree diagrams, simulations, data charts, manipulatives) to clarify approach and/or solution
- Connectors to link sentences and longer stretches of text signaling details of time (*next, at the same time*), causality (*therefore, consequently, as a result*), clarification (*for example, as seen in the model*)
- Passive voice verbs to explain or analyze (*The variable is given a value of six.*)
- Timeless present verbs to present generalizable truths (*The hypotenuse is opposite the right angle.*)

State reasoning used to generate solution through...

- Causal connectors to express reasoning (*We took these steps to solve problems with the ratios because...*)
- Conditional conjunctions to propose future options (*if/so, if/then*) and generalized relationships (*if/will, if we follow the order of operations, we will show that...*)

GRADES

6-8

WIDA ELD STANDARD 3

Language for Mathematics

Argue

Language Expectations: Multilingual learners will...**ELD-MA.6-8.Argue.Interpretive**

Interpret mathematics arguments by

- Comparing conjectures with previously established results
- Distinguishing commonalities among strategies used
- Evaluating relationships between evidence and mathematical facts to create generalizations

ELD-MA.6-8.Argue.Expressive

Construct mathematics arguments that

- Create conjecture, using definitions and previously established results
- Generalize logic across cases
- Justify conclusions with evidence and mathematical facts
- Evaluate and critique others' arguments

Language Functions and Sample Language Features**Create conjecture, using definitions and previously established results through...**

- Conditional conjunctions (*if or when*) to make and justify conjecture (*If I add $\frac{4}{5}$ and $\frac{3}{4}$, the result will be less than 2 because each fraction is less than a whole number.*)
- Relating verbs (*have, belong to, be*) to define principles, operational theorems, and properties (*for right angled triangles the Pythagorean formula is $a^2 + b^2 = c^2$*)
- Adverbial phrases (qualities, quantities, frequencies) to add precision related to conjecture (*For all integers, For every vote candidate A received, candidate B received three votes which means...*)

Generalize logic across cases through...

- Declarative statements to present generalizable processes (*The expression $4n-1$ can be used to find any value in the pattern.*)
- Verbs to apply mathematical principles (commands) (*use, do, apply, divide*) across cases (*Use the distributive property when there is no common factor.*)

Justify conclusions with evidence and mathematical facts through...

- Conditional structures (*if/then, when*) to demonstrate conclusions (*If it's a proportional relationship then the ratio between the 2 variables is always going to be the same thing.*)
- Technical nouns and noun groups to add precision and details (*coordinate plane, one-variable equations, two- and three-dimensional shapes*)
- Models, drawings, graphs to demonstrate principles

Evaluate and critique others' arguments through...

- Questions (*what, how, why, do*), requests (*could, would*) to request information, clarification, procedure (*Could you show me how you got that answer? Why did you do...instead of...?*)
- Causal connectors (*so, because, therefore*) to identify misconceptions (*The pattern is multiplying by a factor of 2, so it can't be a linear function.*)
- Negation (*don't, doesn't, can't*) and obligation model verbs (*have to, must, should, could, might*) to engage with others (*I don't think you can apply that theorem, I think you have to use this....*)

GRADES
6-8

WIDA ELD STANDARD 4

Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.6-8.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon
- Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs
- Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions

ELD-SC.6-8.Explain.Expressive

Construct scientific explanations that

- Describe valid and reliable evidence from sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to show relationships among independent and dependent variables in models and simple systems
- Summarize patterns in evidence, making trade-offs, revising, and retesting

Language Functions and Sample Language Features

Describe valid and reliable evidence from sources about a phenomenon through...

- Abstract nouns to introduce concepts, ideas, and technical terms (*effects, predator-prey relationships, magnetic forces*)
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)
- Relating verb groups to state relationships or attributes (*have, be, belong to*)
- A variety of ways to define phenomenon (relative clauses, declarative statements)

Establish neutral or objective stance in how results are communicated through...

- Passive voice and declarative statements (*Indonesia was formed by, tectonic plates have shifted for billions of years*)
- Word choices to moderate stance (hedging) (*could/might, a possibility, usually*)
- Objective and evaluative language to adjust precision and establish shared interest

Develop reasoning to show relationships among independent and dependent variables in models and simple systems through...

- Connectors to link clauses and combine ideas into logical relationships (*as a result, therefore*) or order events
- Variety of clause types to express causality (*If magma is thick, gas bubbles cannot easily escape, building pressure as the magma rises.*)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Summarize patterns in evidence, making trade-offs, revising, and retesting through...

- Labeling/describing diagrams, graphics, data, statistics to add information about a phenomenon
- Ask and answer questions to theorize, clarify, and make extrapolations about a phenomenon
- Conditional clauses (*if/then*) to generalize a phenomenon to additional contexts

GRADES
6-8

WIDA ELD STANDARD 4

Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.6-8.Argue.Interpretive

Interpret scientific arguments by

- Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence from two arguments on the same topic
- Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

ELD-SC.6-8.Argue.Expressive

Construct scientific arguments that

- Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s)
- Support or refute a claim based on data and evidence
- Establish and maintain a neutral or objective stance
- Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim

Language Functions and Sample Language Features

Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s) through...

- A variety of ways to define phenomenon (relative clauses, declarative statements, relational verbs)
- Abstract nouns to introduce concepts, ideas, and technical terms (*molecules, atoms, reactions, energy, regrouping*)
- A variety of verb groups (past, timeless present, future, conditional) to describe events known or anticipated

Support or refute a claim based on data and evidence through...

- Expanded noun groups to classify and/or add details (*energy releasing reactions, reconfigured molecular bonds*)
- Connectors to link clauses and establish logical relationships (*as a result, therefore, to be more precise, instead, however, on the other hand*)
- Variety of clause types to express causality (*If the total number in each type of atom is conserved, there is no change in the atom's mass.*)
- Diagrams, models, data, graphics to add support to claim or evidence

Establish and maintain a neutral or objective stance through...

- Passive voice and declarative statement to establish a factual stance (*Some chemical reactions release energy, others store it.*)
- Word choices to moderate stance (hedging) (*could/might, a possibility, usually, often*)

Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim through...

- Given/new patterns to link relationships, add new details, and condense information into abstract nouns
- Cohesion to reference ideas, concepts, phenomena across text (pronouns, substitutions, renaming subjects, collocations, synonyms)
- Connectors to signal time (*next, at the same time*), causality (*therefore, consequently, as a result, because*), clarification (*for example, this shows how...*)

GRADES

6-8**WIDA ELD STANDARD 5**

Language for Social Studies

Explain**Language Expectations:** Multilingual learners will...**ELD-SS.6-8.Explain.Interpretive**

Interpret social studies explanations by

- Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors or causes
- Evaluating experts' points of agreement, along with strengths and weakness of explanations

ELD-SS.6-8.Explain.Expressive

Construct social studies explanations that

- Introduce and contextualize phenomena or events
- Establish perspective for communicating outcomes, consequences, or documentation
- Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses
- Generalize multiple causes and effects of developments or events

Language Functions and Sample Language Features**Introduce and contextualize phenomena or events through...**

- Prepositional phrases of time, place to contextualize phenomena or events (*a place where tourists already come*)
- A variety of structures (embedded clauses, relating verbs, nominalizations, noun groups) to define phenomena or events
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)

Establish perspective for communicating outcomes, consequences, or documentation through...

- Passive voice to emphasize main topic (*British trade was disrupted by...*)
- Active verbs to highlight agents and recipients (*The colonists disrupted British trade.*)
- Declarative statements to evaluate and interpret events (*Feudalism was the ultimate system of control for medieval society.*)
- Verbs and adjectives to judge behavior or moral character (*rallied, conquered, cruel, compassionate*)

Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses through...

- Nominalizations to name abstract concepts, ideas, ideologies (*colonization, feudalism*)
- Dependent clauses to express details as a result of place, manner, duration, extent
- Complex sentences to clarify causal, linked, time-bound, or sequential relationships
- Expanded noun groups to add details (*living standards of 18th century people*)
- Connectors to maintain chronological, causal or logical relationships (*as a result, meanwhile, later, in order to*)

Generalize multiple causes and effects of events and developments through...

- Word choices to evaluate, judge, or appreciate significance of events or phenomena
- Nominalizations to summarize events and name abstract phenomena

GRADES

6-8

WIDA ELD STANDARD 5

Language for Social Studies

Argue

Language Expectations: Multilingual learners will...**ELD-SS.6-8.Argue.Interpretive**

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to support claims
- Evaluating point of view and credibility of source based on relevance and intended use

ELD-SS.6-8.Argue.Expressive

Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support claims with evidence gathered from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

Language Functions and Sample Language Features**Introduce and contextualize topic through...**

- Generalized nouns and a descriptive title to introduce topic (*empire, excavation, The Cradle of Modern Civilization*)
- A variety of verb tenses (past, timeless present, relational) to present position and/or provide background information
- Expanded noun groups with embedded and relative clauses to add details (*Mesopotamia, often referred to as the Cradle of Life, was located between the Tigris and Euphrates Rivers.*)
- Cohesion to reference ideas, people across text (pronouns, synonyms, substitutions, renaming, collocations)
- Connectors to structure paragraphs (*first, in the beginning, meanwhile, as a result, in conclusion*)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Select relevant information to support claims with evidence gathered from multiple sources through...

- A variety of clauses to frame details, examples, quotes, data (*according to, historians dis/agree, several sources suggest, these data suggest*)
- Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened (*during the late Neolithic period, the area between...*)
- A variety of verb forms to express agency in doing, thinking, saying, feeling actions (*I contradicted him, we support, they challenged*)

Establish perspective through...

- Passive voice to keep emphasis on main topic rather than who or what is doing the action (*Soldiers were housed in primitive tents.*) or to keep emphasis on who or what is doing the action
- Objective or emotive language to appeal to logic or feelings (*credited with inventing the wheel versus the greatest inventions of all times*)
- Evaluative verbs, adverbs, and adjectives to add author's perspective (*dominated, absolutely, compelling*)

Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning through...


- Connectors to link claims with evidence and reasoning (*because, but, as a result, when, if, although, therefore*)
- Connectors to signal alternate points of view (*on the other hand, contrary to common belief, according to*), show concession or comparison/contrast (*while, although, instead, despite this, however*)
- Modality in summary statements to reiterate position, or create a call to action (*could be argued, undoubtedly, ought to, may*)

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a gold background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADES
6-8

WIDA ELD STANDARD 2

Language for Language Arts

Narrate

Annotated Language Sample

Context: This is a mentor text developed by an ELA teacher to apprentice her seventh-grade students to write narratives with a climax and resolution. When she taught her personal narrative unit, the teacher read, deconstructed, and analyzed the mentor text with her students to make visible how the text is structured as well as the way certain language features are employed to meet the purpose of the narrative. For example, students learned to identify how writers use language to engage their audience and build tension. Students later were able to use this kind of language in their own writing.

Language Expectation: ELD-LA.6-8.Narrate.Expressive

Multilingual learners use language to construct language arts narratives that

- Orient the audience to context and point of view
- Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

Functions & Features	Minerva	Functions & Features
<p>Orient the reader to the point of view and context through...</p> <p>First person signaling this is a personal narrative</p> <ul style="list-style-type: none"> • I • my <p>Prepositional phrases to establish time and location</p> <ul style="list-style-type: none"> • <u>on the floor of my bedroom</u> • <u>for 12 hours</u> • <u>to a new house</u> <p>Statement foreshadowing complication</p> <ul style="list-style-type: none"> • <u>She was gone and it was all my fault.</u> 	<p>I collapsed <u>on the floor of my bedroom</u>, sobbing. I had been trying not to cry <u>for 12 hours</u>, and I couldn't hold it in any longer.</p> <p><u>She was gone, and it was all my fault.</u> I never should have moved <u>to a new house</u>.</p> <p>The day before, I moved from my apartment to a new house. The house was bigger than my apartment, with more space for my furniture, my piano, and most importantly of all, my two cats. But soon after I moved in, I <u>thought</u> I <u>had made</u> a terrible mistake by bringing my cats here.</p>	<p>Engage and adjust for audience through...</p> <p>Language to draw the reader in</p> <ul style="list-style-type: none"> • <i>collapsed</i> • <i>sobbing</i> • <i>never should have</i> <p>Develop and describe characters and their relationships through...</p> <p>Verbs describing thoughts</p> <ul style="list-style-type: none"> • <u>thought</u> • <u>had made</u>

Functions & Features	Minerva Continued	Functions & Features
<p>Develop the story with complication through...</p> <p>Dependent clauses to add details</p> <ul style="list-style-type: none"> • <u>fixing the garage door</u> • <u>what to do out there</u> • <u>to take my search back outside</u> <p>A variety of verb tenses</p> <ul style="list-style-type: none"> • <u>was</u> • <u>make</u> • <u>left to unpack</u> • <u>walked</u> • <u>wouldn't know</u> <p>Dialog</p> <ul style="list-style-type: none"> • "Please make sure you don't let the cats outside" • "Minerva! Minerva!" <p>Develop the story with time and event sequences through...</p> <p>Connectors to sequence time</p> <ul style="list-style-type: none"> • a little while later <p>Develop the story with complication through...</p> <p>Prepositional phrases</p> <ul style="list-style-type: none"> • <u>around the house</u> • <u>under and behind anything</u> 	<p>A contractor <u>was</u> at the house <u>fixing the garage door</u>. "Please <u>make</u> sure you don't let the cats outside," I <u>told</u> him. "Make sure you don't leave the door open." Then I <u>left</u> the room <u>to unpack</u> - that is where I went wrong.</p> <p>A little while later I <u>walked</u> into the kitchen and I <u>noticed</u> the garage door was wide open. My heart started <u>pounding</u>.</p> <p>My cats <u>had never been</u> outside alone before, and <u>they</u> <u>wouldn't know what to do out there</u>.</p> <p>I quickly checked outside but I didn't see either cat so I <u>started to search</u> the house. I found <u>one cat, but not the other</u>.</p> <p>Minerva was <u>missing</u>. I <u>continued to search</u>, getting more and more frantic as I ran <u>around the house</u> looking inside and <u>under and behind anything</u> I could think of.</p> <p>She was <u>nowhere to be found</u>. I knew I had <u>to take my search back outside</u>.</p> <p>...</p> <p>"Minerva! Minerva!" I <u>called</u>, my voice shaking as I <u>tried not to cry</u>. With no luck finding her, I went back inside.</p>	<p>Develop and describe characters and their relationships through...</p> <p>Expanded verb groups</p> <ul style="list-style-type: none"> • <u>had never been</u> • <u>started to search</u> • <u>continued to search</u> <p>Saying, thinking, and feeling verbs</p> <ul style="list-style-type: none"> • <u>told</u> • <u>noticed</u> • <u>called</u> • <u>tried not to cry</u> <p>Cohesive devices</p> <ul style="list-style-type: none"> • my cats ... they • ... either cat ... • one cat ... the other (pronoun referencing) • Minerva ... she (pronoun referencing) <p>Expanded noun groups to add description and detail</p> <ul style="list-style-type: none"> • <u>one cat, but not the other</u> <p>Engage and adjust for audience through...</p> <p>Descriptive emotive language builds tension</p> <ul style="list-style-type: none"> • <u>pounding</u> • <u>missing</u> • <u>nowhere to be found</u>

Functions & Features	Minerva Continued	Functions & Features
<p>Develop the story with complication through...</p> <p>Dependent clauses to add details</p> <ul style="list-style-type: none"> • <u>to see if they had found any cats.</u> • <u>that I would probably never see her again.</u> <p>Develop the story with time and event sequences through...</p> <p>Connectors to sequence time</p> <ul style="list-style-type: none"> • at that point • since 9 o'clock <p>Connectors to link ideas</p> <ul style="list-style-type: none"> • that's how • just then 	<p>I called animal control <u>to see if they had found any cats.</u> They had not, and they told me to keep looking. They didn't sound optimistic. At that point it was almost 9 o'clock at night, and she had been missing since 9 o'clock that morning. 12 hours and no sign of Minerva. "How could I let this happen?" I thought to myself. "I can't believe I rescued her from a shelter and then I lost her. She would have been better off if I had never gotten her at all. I let it sink in <u>that I would probably never see her again.</u>" That's how I ended up on the floor, crying.</p> <p>....</p> <p>Just then, as I started to pack my bag for school, I heard <u>a noise that sounded like a cat's meow.</u> I whipped my head around. "Is that..?" I heard it again. It was so quiet that it had to be coming from outside. I went back out and searched again. I even looked up in the trees this time but she wasn't there. So I went back inside and listened very carefully. I heard the meow again but I still didn't see her.</p>	<p>Develop and describe characters and their relationships through...</p> <p>Verbs to describe behavior</p> <ul style="list-style-type: none"> • called • had found • whipped • heard • searched <p>Expanded noun groups to add description and detail</p> <ul style="list-style-type: none"> • <u>noise that sounded like a cat's meow</u> <p>Engage and adjust for audience through...</p> <p>Language to address reader/listener and draw them in</p> <ul style="list-style-type: none"> • <i>probably never see her again</i> • <i>ended up on the floor, crying.</i>

Functions & Features	Minerva Continued	Functions & Features
<p>Orient audience to context and point of view through...</p> <p>Prepositional phrases to establish location</p> <ul style="list-style-type: none"> • <u>behind the dryer</u> • <u>in the house</u> • <u>in a little hole in the wall</u> • <u>in one of her hiding spots</u> • <u>up in the ceiling of the garage</u> • <u>in my lap</u> <p>Prepositional phrases to establish time</p> <ul style="list-style-type: none"> • <u>for at least the fifth time</u> • <u>the whole time</u> • <u>all day</u> <p>Develop story with complication and resolution, time and event sequences through...</p> <p>Statements to provide closure, evaluate experience, or summarize narrative</p> <ul style="list-style-type: none"> • Now I call her ... to panic. • The whole ordeal was exhausting, ... than ever that I adopted her. • And when she's curled up in my lap, I think she's grateful, too. 	<p>Then, as I looked <u>behind the dryer for at least the fifth time</u>, I heard <u>a tiny meow</u> and saw <u>a little bit of fur</u> poking out from a hole in the wall. It looked like a hole where a mouse in a cartoon might live. But it was no mouse - it was Minerva!</p> <p>I pulled <u>her</u> out of the hole in the wall and <u>hugged her</u> tightly. I <u>kissed</u> her on the head and <u>told her</u> how happy I was to see her. "I'll never lose you again!" I <u>said</u> to her through happy tears. But then I <u>thought</u>, "I never really lost her at all!" She was <u>in the house the whole time</u>, hiding <u>in a little hole in the wall all day</u>. I never knew a cat could do that!</p> <p>Now I call <u>her</u> <u>my expert hider</u>, and whenever I can't find <u>her</u>, I know not to panic. She's just <u>in one of her hiding spots</u> - most recently it was <u>up in the ceiling of the garage!</u></p> <p>More often than not, however, she's <u>in my lap</u> snuggling and purring. The whole ordeal was exhausting, but when it was over, I felt more grateful than ever that I adopted her. And when she's curled up in my lap, I think she's grateful, too.</p>	<p>Develop and describe characters and their relationships through...</p> <p>Expanded noun groups to add description and detail</p> <ul style="list-style-type: none"> • <u>a tiny meow</u> • <u>a little bit of fur</u> • <u>my expert hider</u> <p>Saying, thinking, and feeling verbs to add nuance to characters' relationships</p> <ul style="list-style-type: none"> • <u>told</u> • <u>said</u> • <u>thought</u> <p>Cohesive devices to reference character across text (repetition)</p> <ul style="list-style-type: none"> • her ... her ... her <p>Engage and adjust for audience through...</p> <p>Evaluative word choices to describe author's attitudes</p> <ul style="list-style-type: none"> • <u>hugged her tightly</u> • <u>kissed</u> • <u>how happy</u> • <u>never lose</u>

GRADES
6-8

WIDA ELD STANDARD 2

Language for Language Arts

Inform

Annotated Language Sample

Context: This text was written by a multilingual 8th grader. As part of the English language arts curriculum, the students had been studying the genre of biography. Students were paired and interviewed each other. Each wrote an "author biography" of a peer. (Kamaly Tineaval is a pseudonym).

Prompt: Imagine you are a biographer. Write a biography that tells the story of your subject.

Language Expectation: ELD-LA.6-8.Inform.Expressive

Multilingual learners use language to construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

Functions & Features	Kamaly Tineaval	Functions & Features
<p>Introduce and define topic and/or entity for audience through...</p> <p>Opening statements to identify type of information (describing)</p> <ul style="list-style-type: none"> • Kamaly ... Massachusetts <p>Relating verbs to link an entity with its attributes</p> <ul style="list-style-type: none"> • is <p>Expanded noun groups</p> <ul style="list-style-type: none"> • an author/poet ... Massachusetts <p>Develop coherence and cohesion throughout text through...</p> <ul style="list-style-type: none"> • Kamaly Tineaval (repetition) • Kamaly Tineaval ... his birth ... his safe spot 	<p>Kamaly Tineaval is an author/poet and student living in Leeds, Massachusetts.</p> <p>Kamaly Tineaval was born on January 8, 2005, in Holyoke, Massachusetts but then moved to PR for nursery school. Since his birth he has explored through, essays, chapter books, coloring books, and so on. And finally found his safe spot in poems.</p>	<p>Establish an objective or neutral stance through...</p> <p>Generalized nouns</p> <ul style="list-style-type: none"> • essays • chapter books • coloring books <p>Add precision, details, and clarity about complex attributes through...</p> <p>Prepositional and adverbial phrases to specify time and duration</p> <ul style="list-style-type: none"> • on January 8, 2005 • in Holyoke, Massachusetts • since his birth

Functions & Features	Kamaly Tineaval Continued	Functions & Features
<p>Develop coherence and cohesion throughout text through...</p> <p>Referential devices to link ideas across text</p> <ul style="list-style-type: none"> • he ... he ... he (repetition) • Kamaly Tineaval... he's, his (pronoun referencing) • the teacher ... his English teachers <p>Topic or headings to serve as openers for sentences or paragraphs</p> <ul style="list-style-type: none"> • Kamaly Tineaval • he 	<p>After moving back from PR to Holyoke and then from Holyoke to Northampton, he started new school at Leeds Elementary. When he was in elementary school, he taught by his teachers how to speak English. Soon, he learned to write stories about the worst day of his life and his favorite seasons. He also learned from texting his mom that he don't know how to work the machine and keeping up with his Insta followers how to write. After elementary school, he moved on to JFK, where he learned new things and is a better writer now.</p> <p>Kamaly Tineaval writes all different kinds of poems to[sic], list poems, similes, utopia poems. Some poems that Kamaly Tineaval has written are called, "I had a Goldfish", "Seasons", and "Things I hear in the morning..." Kamaly Tineaval never won an award, but never say never! He's very determined to be the best author/poet he can be and make his old/new teachers, friends, and family proud.</p> <p>He mostly edits all of his pieces and makes sure they're presentable to the teacher. With the help of his English teachers, he gets his work out there for others to see, admire and to gawk over. Right now Kamaly Tineaval is starting 8th grade and is also working on a new masterpiece called "Kamaly Tineaval's Author bio" (coming out soon).</p>	<p>Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through...</p> <p>Adverbials and prepositional phrases to specify time and location</p> <ul style="list-style-type: none"> • after moving back from Holyoke • from Northampton • at Leeds Elementary • in elementary school • after elementary school • on to JFK • where he ... things • out there for others to see <p>Expanded noun groups to add precision</p> <ul style="list-style-type: none"> • stories about the worst day of his life • his Insta followers • all different kinds ... poems • the best author/poet he can be • a new masterpiece called ... bio <p>Adjectives and adverbs to answer questions about size, shape, manner</p> <ul style="list-style-type: none"> • better • never, never • very determined • old/new • mostly • presentable

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
 - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how *multilingual learners* might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 6-8 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	to meet a purpose (to inform, narrate, entertain, argue, explain) in a series of topic-related sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (orientation and explanation sequence)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	a few different types of cohesive devices (repetition, pronoun referencing, demonstratives, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, substitution, ellipsis)	cohesive devices and common strategies that connect ideas throughout text (given/new)	various types of cohesive devices and strategies that connect ideas throughout text
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	expanded noun groups with classifiers (<i>crescent moon</i>)	expanded noun groups with prepositional phrases (<i>waxing crescent moon in the second half of the month</i>)	expanded noun groups with embedded clauses (<i>waxing crescent moon that was growing each day</i>)	expanded noun groups with a variety of embedded clauses (<i>predictable and observable moon phases in your particular time zone</i>)	expanded noun groups with a wide variety of embedded clauses and compacted noun groups (nominalization)	multiple ways of elaborating and condensing text to enrich the meaning and add details characteristic of genres and content areas (<i>the relative positions of the sun, earth, and moon cause these changes</i>)

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	related simple sentences (<i>African savannas are full of wildlife.</i>)	multiple related simple sentences (<i>African savannas are full of life. Explore Tanzania.</i>)	simple or compound sentences with familiar ways of combining clauses through (using coordinating conjunctions: <i>African savannas are unique and they have amazing wildlife.</i>)	compound sentences with frequently used ways of combining clauses (<i>A variety of wildlife live in the savanna such as...</i>)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (<i>Since it's an ecosystem, it has a variety of...</i>)	a wide variety of sentence types that show a variety of increasingly complex relationships (condition, concession, contrast) addressing genre, audience, and content area (<i>The Black Rhino is at risk of extinction, unless...</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	an increasing number of words and phrases (<i>don't be late for class</i>)	a growing number of words and phrases in a variety of contexts (<i>inside the membrane</i>)	an expanding number of words and phrases including idioms and collocations (<i>gravity is bringing me down</i>)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (<i>at the speed of light</i>)	a wide variety of words, phrases, and expressions with multiple meanings across content areas	strategic use of various words, phrases, and expressions with shades of meaning across content areas (<i>trembling in the corner, pounding rain, the whisper of dragonfly wings</i>)

Grades 6-8 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organization (signaled with some paragraph openers: <i>First...Finally, In 1842, This is how volcanos form</i>)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text (<i>the first reason, the second reason, the evidence...</i>)	text that conveys intended purpose using genre-specific organizational patterns using a wide range of ways to signal relationships throughout the text
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	some formulaic cohesive devices (repetition, pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices (substitution, omission, synonyms, antonyms, whole/part, class/subclass) used in genre- and discipline-specific ways
DISCOURSE Density of language	Elaborate or condense ideas through...					
	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the or these clouds</i>)	a variety of types of elaboration (adding classifiers: <i>cumulus and cumulonimbus clouds</i>)	a wide variety of types of elaboration (adding in embedded clauses after the noun: <i>those storm clouds that we saw yesterday</i>)	a flexible range of types of elaboration and some ways to condense ideas (<i>scary looking storm clouds that turned dark in a matter of minutes and condensing through nominalization: that storm system</i>)	multiple types of elaboration and a growing number of ways to condense ideas throughout a text

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	simple sentences (<i>The main character is Harry. He is a wizard.</i>)	sentences with emerging use of clauses (no conjunctions: <i>The main character is Harry. His friends are... They go to Hogwarts.</i>)	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: <i>He goes to Hogwarts School and his friends are...</i>)	compound sentences with frequently used ways of combining clauses (<i>They fight the forces of evil, yet they can't overcome them.</i>)	compound and complex sentences with a variety of ways of combining clauses characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: <i>Harry has a lightning bolt scar because he was attacked when...</i>)	a wide variety of sentence types with increasingly complex clause relationships (condition, cause, concession, contrast) addressing genre, audience, and content area (<i>When Harry is close to Voldemort, his scar throbs.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	a small repertoire of words and phrases with developing precision (<i>order of operations, on page 12</i>)	a growing repertoire of words and phrases with growing precision (<i>kinetic energy, law of motion</i>)	an expanding repertoire of words and phrases including idioms and collocations with expanding precision (<i>love-hate relationship</i>)	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (<i>fill the beaker to the top line</i>)	a variety of words and phrases, including evaluation and obligation, with precision (<i>stupid test, we should figure this out</i>)	a wide variety of words and phrases with precision (<i>weighing 4.4 pounds on Earth, wrong answer</i>) according to the genre, purpose and discipline

GRADES 9-12

Grades 9-12

Multilingual learners bring knowledge of the world, along with multiple languages and cultural insights, to high school classrooms. Their values, experiences, and socioemotional development are foundations for

formulating perspectives in the exploration of complex new ideas. Incorporating students' backgrounds and identities into meaningful topics can promote their engagement in disciplinary practices. High schoolers are critical thinkers who develop deep understandings, evaluate information and attitudes, make choices, and effect change.

Multilingual learners must have access to meaningful rigorous coursework and programs that maximize language development within and across disciplines. The course of studies that multilingual learners choose in high school plays a critical role in their successful transition to college or entrance into satisfying careers. Such coursework, including advanced classes, should be delivered through an asset-based, culturally and linguistically sustaining approach.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 9-12.

- The most prominent **Key Language Uses**
- **Language Expectations**, Language Functions, and Language Features
 - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-12 offers snapshots of some ways students engage in each Key Language Use throughout grades 9-12.

Table 3-12: Snapshots of Key Language Uses in Grades 9-12

Snapshots of Key Language Uses in Grades 9 12	
Narrate	<ul style="list-style-type: none"> • Interpret and construct narratives with complex plots, themes, and developments • Identify perspectives in historical narratives and discern authors' intent in presenting history in a particular light • Develop characters in their own stories and connect themes to issues in past and present
Inform	<ul style="list-style-type: none"> • Manage information about entities according to their composition, taxonomies, and classifications • Identify and describe various relationships among ideas and information • Use available new information to construct and revise research reports that incorporate multiple sources of information
Explain	<ul style="list-style-type: none"> • Analyze and evaluate data in explanations • Identify multilayered causal or consequential relationships in social or scientific phenomena • Apply reasoning or theory to link evidence to the claims in explanations • Construct and revise explanations based on evidence from multiple sources
Argue	<ul style="list-style-type: none"> • Construct claims that offer objective stance using less polarized language so that claims appear more "balanced" • Anticipate what evidence audiences will need and adjust evidence and reasoning accordingly • Adjust arguments based on new data from experiments • Discern what types of arguments are needed, when they are needed, and what purposes they meet in different content areas



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 9-12 are the basis for its **Language Expectations**. They are marked with a filled-in circle (●) in the boxes of Table 3-13. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-13: Distribution of Key Language Uses in Grades 9-12

Distribution of Key Language Uses in Grades 9-12				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Functions

Language Expectations are built around a set of **Language Functions**. Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-6, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-6, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-6 on the next page shows how the Language Functions and Language Features appear.

Figure 3-6: Grades 9-12 Language Functions and Language Features

GRADES
9-12

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Inform.Interpretive
Interpret informational texts in language arts by

- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
- Evaluating cumulative impact and refinement of author's key word choices over the course of text

ELD-LA.9-12.Inform.Expressive
Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
- Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Generalized nouns, descriptive titles, and headings to introduce topic and/or entity (*Harlem Renaissance, Langston Hughes, Shifting Perspectives on Climate Change*)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying)
- Relating verbs (*have, be, belong to, consist of*) to link and define entity by its attributes (*The Harlem Renaissance was the development of...*)
- Expanded noun groups to define key concepts, add details or classify information (*economic development that changed a nation, 200 years of occupation, extinct species*)

Establish an objective or neutral stance through...

- Generalized nouns to maintain neutral voice of authority (*artists, scientists, prominent figures*)
- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)
- Reporting devices to acknowledge outside sources and integrate information into report as in saying verbs and direct quotes (*said, reported, claimed, predicted; expressions according to, as mentioned by*)

Language Functions
(common patterns
of language use)
appear here and
again below

Language
Features
(examples
of language
resources)
appear here

GRADES
9-12 **WIDA ELD STANDARD 1**
Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are meant to be interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations below are the same for grades 4-12.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

GRADES
9-12 **WIDA ELD STANDARD 1**
Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

GRADES
9-12 **WIDA ELD STANDARD 2**
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Narrate.Interpretive

Interpret language arts narratives by

- Identifying themes or central ideas that develop over the course of a text
- Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
- Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view

ELD-LA.9-12.Narrate.Expressive

Construct language arts narratives that

- Orient audience to context and one or multiple point(s) of view
- Develop and describe characters and their relationships over a progression of experiences or events
- Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to context and one or multiple point(s) of view through...

- Title, heading, opening statements to capture readers' interest (*March. Two people, a man and a woman, are walking along the corridor.*)
- Expanded noun groups to introduce the setting (*the sands stretch into the distance, bands of yellow, and grey and gold*)
- A variety of sentence types to introduce the context (rhetorical and other questions, statements, points of view) (*One good deed to set against other, darker, actions. What did it matter?*)
- Statements and questions to foreshadow or introduce complications (*Where the road led, he didn't know, but he was determined to leave David behind before the morning came.*)

Develop and describe characters and their relationships over a progression of experiences or events through...

- Action verbs to describe character behaviors (*Joe leaps into action, grabs his phone and dives for the door, yelling for Julie to follow him.*)
- Complex sentences to establish context and characters (*He stayed with the job because the merchant, although he was an old grouch, treated him fairly.*)
- Attitudinal word choices to express character's feelings, (*very upset*), appreciation (*lovely, fascinating*), or judgment/evaluation (*intricate, grossly incompetent*)
- Cohesive devices (pronouns, demonstratives, renaming, synonyms, collocation, deletion) (*They told us to sit, and we did.*) to reference characters or ideas across the text

Develop story, advancing the plot and themes with complications and resolutions, time and event sequences through...

- A variety of verb tenses to pace the narrative and locate events in time, including dialog (*The wind told me you would be coming and that you would need help.*)
- Dependent clauses to add details (*Village children scampered out the door, which left the room strangely quiet.*)
- A variety of short and complex sentence structures to pace the narrative (*The door flung open. The snow spat at him, sleet slashed his face, winds whistled down the hall.*)
- Connectors to develop and link sections of text as in time, sequence, clarifying (*for instance*), adding information (*likewise, furthermore*), contrast (*on the other hand, even so, at least*)
- Statements to provide closure, evaluate experience, or summarize narrative

Engage and adjust for audience through...

- Word choices to advance mood (surprise, tension, humor, reflection) and to describe author's purpose (*contemptuous eyes, his voice softened*)
- Literary devices to enrich the narrative as in similes and metaphors, alliteration, idioms (*butterflies in her stomach*), figurative and sensory words/phrases, collocation, multilingual words/phrases (*he ate like a burro, focused and intentional*)
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in (*Instantly, the tension in the room lessened.*)

GRADES
9-12 **WIDA ELD STANDARD 2**
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
- Evaluating cumulative impact and refinement of author's key word choices over the course of text

ELD-LA.9-12.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
- Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Generalized nouns, descriptive titles, and headings to introduce topic and/or entity (*Harlem Renaissance, Langston Hughes, Shifting Perspectives on Climate Change*)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying)
- Relating verbs (*have, be, belong to, consist of*) to link and define entity by its attributes (*The Harlem Renaissance was the development of...*)
- Expanded noun groups to define key concepts, add details or classify information (*economic development that changed a nation, 200 years of occupation, extinct species*)

Establish an objective or neutral stance through...

- Generalized nouns to maintain neutral voice of authority (*artists, scientists, prominent figures*)
- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)
- Reporting devices to acknowledge outside sources and integrate information into report as in saying verbs and direct quotes (*said, reported, claimed, predicted; expressions according to, as mentioned by*)

Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships through...

- Adverbial and prepositional phrases to specify point in time or duration (*on Sept 12, from 1910 to 1920, during World War II*), location (*in a NYC neighborhood*), and manner (*in a calculated movement*)
- Technical word choices to define and classify entity (*Jazz, characterized by polyrhythms and improvisation was...*)
- Verb structures to present information in a variety of ways: timeless present indicates generalizable nature (*It chases and scavenges for food*); passive voice focuses attention on action (*when the food is prepared*)
- Adjectives and adverbs to answer questions about quantity, size, shape, manner (*abundant, colossal, amorphous, rightfully*)
- Comparing/contrasting connectors to entities or components (*unlike, as opposed to, contrasted with, conversely, similarly, in spite of that*)
- Visual representations (graphs, data, diagrams) to support key details

Develop coherence and cohesion throughout text through...

- Referential devices (pronoun reference, synonyms, renaming) (*the subsequent social and artistic explosion=the Harlem Renaissance*) to link ideas across sections of text
- Topic and/or entity, headings to serve as openers for sentences and paragraphs
- Single technical nouns and collocations (*improvisation, blues, piano, double bass*) to define class/subclass (*jazz/New Orleans, West African*), general/specific (*musician/Louis Armstrong*), whole/part relationships (*historical influences on jazz*)

GRADES
9-12 **WIDA ELD STANDARD 2**
Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Argue.Interpretive

Interpret language arts arguments by

- Identifying and summarizing central ideas of primary or secondary sources
- Analyzing use of rhetoric and details to advance point of view or purpose
- Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

ELD-LA.9-12.Argue.Expressive

Construct language arts arguments that

- Introduce and develop precise claims and address counterclaims
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

Language Functions and Sample Language Features

Introduce and develop precise claims and address counterclaims through...

- Declarative statements to frame topic, provide background information, state claim, and acknowledge counterclaim (*In "Tongue Tied" Maxine Hong Kingston captures her experience of growing up as a Chinese American woman.*)
- Noun groups to provide details (*The Harlem Renaissance's intellectual, social, and artistic explosion*)
- Connectors to introduce alternative points of view (*although, on the other hand, unlike, contrary to common belief*)
- Pronouns, synonyms, collocations, renaming subjects to maintain cohesion (*someone=character=s/he=teenager*)

Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence through...

- A variety of clauses (adverbial, embedded) to support claim (quotes, references, detailed descriptions, examples or other sources and data) and provide detail about issue/ literary technique (*In "Letter from Birmingham Jail," King's extended allusions to multiple philosophers...*)
- Connectors to elaborate an idea/interpretation (*so, this means, therefore, leading one to believe, a way to think about this*)
- Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases)
- Modality to express obligation or certainty (*might, could, must, need to*), to open up to other possibilities (*possibly, apparently, perhaps, definitely, absolutely*), or to temper space for negotiation (*most would agree, could be a consideration*)

Establish and maintain a formal style and objective tone through...

- First, second, or third person to connect with reader, build alliance, or maintain neutrality (*as teenagers, we...*)
- Authoritative declarative sentences to evaluate and interpret events (*Anzaldúa's interweaving of literary genres, languages, cultures, and identities in "Borderlands" is highly innovative.*)
- Nouns, adjectives, verbs, and adverbs to evaluate the positive/negative qualities of topic, position, or evidence (*a toxic perspective, contradictory information, impressive presentation, successful outcome*)

Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations through...

- A variety of structures to define, describe, interpret, and refute claims, evidence, reasoning (embedded clauses, active and passive voice, nominalizations, given/new patterns)
- Comparing/contrasting connectors to differentiate between claims and counterclaims (*unlike, as opposed to, contrasted with, conversely, similarly, in spite of that*)
- If/then clauses to support inferential conclusions (*If these studies are accurate, then it is reasonable to expect*)
- Cohesive devices (deletions, substitutions, ellipsis) to reduce repetition, redundancy (*Teens were told to stop and they did. Teens use social media as a substitute for in-person socializing...if they do that...*)
- Connectors to sequence points in the argument and maintain logical progression (*one way, another point, as mentioned previously, in addition, it is clear then*)
- Summary statement to reiterate claim, call to action, encourage a response, or suggest next steps

GRADES
9-12 WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.9-12 Explain Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing data and owning problem-solving approaches
- Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles

ELD-MA 9-12 Explain Expressive

Construct mathematical explanations that

- Introduce mathematical concept or entity
- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

Language Functions and Sample Language Features

Introduce a concept or entity through...

- Mathematical terms and phrases to describe concept, process, or purpose (*the sum of the angles of a triangle is 180°*)
- Relating verbs (*belong to, are part of, be, have*) to define or describe concept

Share solutions with others through...

- Generalized nouns to add precision to discussion (*congruence, theorems, bisector*)
- Language choices to reflect on completed and on-going process (*we should have done this, we might be able to, what if we try*)
- First person (*I, We*) to describe approach; third person to describe approach with neutral stance of authority
- Observational (*notice, it appears, looks like*) and comparative language (*different from, similar to, the same*) to share results (*We notice our process was different, but we have the same solution.*)
- Modality (verbs, adverbs, nouns, adjectives) to express opinions, degrees of certainty, or temper disagreement (*it's a possibility, that's definitely wrong, we need to*)

Describe data and/or approach to solve a problem through...

- Abstract, generalized, or multi-meaning noun groups to provide precision to mathematical descriptions (*theorems, transformations, plane, translation, reflection*)
- Imperative verbs (*factor, solve, invert, simplify, apply*) to establish a process or approach
- Visual data displays (drawings, software, demonstrations, reflective devices, tables, charts) to clarify approach(es) and solution(s)
- Connectors to link sentences and longer stretches of text signaling details of time (*next, at the same time*), causality (*therefore, consequently, as a result*), clarification (*for example, as seen in the model*).
- Reference devices (personal and demonstrative pronouns, articles, text reference) to create cohesion

State reasoning used to generate own or alternate solutions through...

- Causal connectors to establish or refute relationship, solution, validity (*the relationship is not a function because a function is...*)
- Conditional conjunctions to propose future options (*if/so, if/then*) and generalized relationships (*if/will; if a transversal crosses parallel lines, then the alternate interior angles are congruent*)

GRADES
9-12 **WIDA ELD STANDARD 3**
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA.9-12.Argue.Interpretive

Interpret concepts in arguments by

- Comparing conjectures with previously established results and stated assumptions
- Distinguishing correct from flawed logic
- Evaluating relationships among evidence and mathematical principles to create generalizations

ELD-MA.9-12.Argue.Expressive

Construct mathematics arguments that

- Create precise conjecture, using definitions, previously established results, and stated assumptions
- Generalize logical relationships across cases
- Justify (and refute) conclusions with evidence and mathematical principles
- Evaluate and extend others' arguments

Language Functions and Sample Language Features

Create precise conjecture, using definitions, previously established results, and stated assumptions through...

- Verb groups and sequential connectors (*first, then*) to recount and explain steps in solving problems assumed to be solvable
- Conditional (*if, when*) to make and justify conjecture (*If a population doubles each week, then it will always be 16 times the original population after 4 weeks.*)
- Adverbial phrases (*qualities, quantities, frequencies*) to add precision related to conjecture (*Lines with equivalent slopes will never intersect.*)
- Relating verbs (*have, belong to, be*) to define principles, operational theorems and properties (*an inscribed angle is the angle formed when... A rhombus is a parallelogram with perpendicular diagonals.*)

Generalize logical relationships across cases through...

- Declarative statements to present generalizable processes (*We don't have outliers in our data. We can use a dot plot or histogram.*)
- Verbs to apply mathematical principles, as in commands (*use, do, apply*) across cases (*We need to rewrite the equation to see if we can use factors to solve it.*)

Justify (and refute) conclusions with evidence and mathematical principles through...

- Conditional structures (*if/then, when, given*) to demonstrate conclusions (*Given all the sides of a cube are the same, take the length and raise it to the third power to find the volume.*)
- Technical nouns and noun groups to add precision and details (*inscribed and circumscribed circles, quadratic equations, recursive definition*)
- Models, drawings, graphs to demonstrate principles

Evaluate and extend other's arguments through...

- Questions (*what, how, why, do*), requests (*could, would*) to ask for information, clarification, procedure (*Could you show me how you got that answer? Why did you do...instead of...?*)
- Causal connectors (*so, because, therefore*) to identify misconceptions (*These two figures have to have the same volume because they have the same height and area even when you change the shape; it's Cavalieri's principle.*)
- Negation (*don't, doesn't, can't*) and obligation modal verbs (*have to, must, should, could, might*) to engage with others (*I don't think you can apply that theorem, I think you have to use this, I found a counterexample.*)

GRADES
9-12 **WIDA ELD STANDARD 4**
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.9-12.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
- Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
- Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions

ELD-SC.9-12.Explain.Expressive

Construct scientific explanations that

- Describe reliable and valid evidence from multiple sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system
- Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs

Language Functions and Sample Language Features

Describe reliable and valid evidence from multiple sources about a phenomenon through...

- Abstract nouns to introduce concepts, ideas, and technical terms (*effects, impairment, perception, antioxidants*)
- Cohesion to reference ideas, information across text (pronouns, substitutions, renaming, synonyms, collocations)
- Relating verb groups to state relationships or attributes (*have, be, belong to*)
- A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define a phenomenon

Establish neutral or objective stance in how results are communicated through...

- Passive voice and declarative statements (*The heat within the earth is transmitted. Disease spreads through human contact.*)
- Word choices to moderate stance, such as hedging (*could/might, a possibility, usually*)
- Objective and evaluative language to adjust precision, soften tone, acknowledge others

Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system through...

- Nominalizations to represent abstract concepts
- Connectors to link clauses and combine ideas into logical relationships (*as a result, therefore*)
- Variety of clause types to express causality (*Unable to grow or repair themselves, the corals eventually die.*)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs through...

- Labeling/describing diagrams, graphics, data, statistics to add information about a phenomenon
- Ask and answer questions to theorize, clarify, and make extrapolations about a phenomenon
- Conditional clauses (*if/then*) to generalize a phenomenon to additional contexts

GRADES
9-12 **WIDA ELD STANDARD 4**
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.9-12.Argue.Interpretive

Interpret scientific arguments by

- Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions
- Comparing reasoning and claims based on evidence from competing arguments or design solutions
- Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues

ELD-SC.9-12.Argue.Expressive

Construct scientific arguments that

- Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science
- Defend or refute a claim based on data and evidence
- Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)
- Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal

Language Functions and Sample Language Features

Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science through...

- A variety of ways to define a phenomenon (relative clauses, declarative statements, relational verbs)
- Abstract nouns to introduce concepts, ideas, and technical terms (*atmosphere, organisms, carbon dioxide, noble gases*)
- A variety of verb groups (past, timeless present, future, conditional) to describe and/or extrapolate events known or anticipated

Defend or refute claim based on data and evidence through...

- Expanded noun groups to classify and/or add details (*greenhouse gasses, gradual atmospheric changes, irrevocable damage*)
- Connectors to link clauses and establish logical relationships (*as a result, therefore, to be more precise, instead, however, on the other hand*)
- Clauses to link claim with evidence and reasoning (*based on these data, the scientific principle here is...*)
- Diagrams, models, projections, data, graphics to add support to claim or evidence

Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective) through...

- Passive voice and declarative statements to establish a factual stance (*Elliptical paths around the sun are formed by orbiting objects. The sun's radiation varies due to sudden solar flares.*)
- Word choice to moderate stance, i.e., hedging (*undoubtedly, is likely, probable, a possibility, usually, arguably*)

Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal through...

- Given/new patterns to link relationships, add new details, and condense information into abstract nouns
- Cohesion to reference ideas, concepts, phenomena across text, using pronouns, substitutions, renaming subjects, collocations, synonym (*fusion-radiation-energy*)
- Connectors to signal time (*next, at the same time*), causality (*therefore, consequently, as a result, because*), clarification (*for example, this shows how...*)

GRADES
9-12 **WIDA ELD STANDARD 5**
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.9-12.Explain.Interpretive

Interpret social studies explanations by

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors, causes, or related concepts
- Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

ELD-SS.9-12.Explain.Expressive

Construct social studies explanations that

- Introduce and contextualize multiple phenomena or events
- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events

Language Functions and Sample Language Features

Introduce and contextualize multiple phenomena or events through...

- Prepositional phrases to establish conditions, time, place (*during the Industrial Revolution*)
- A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define phenomena or events
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)

Establish perspective for communicating intended and unintended outcomes, consequences, or documentation through...

- Passive voice to keep emphasis on main topic (*Farm policies were enforced by regulatory agents.*)
- Verbs to highlight agents and recipients (*Migrant workers challenged farm policies.*)
- Declarative statements to evaluate and interpret events (*Impressionist artists showcased a new way to observe and depict the world.*)
- Evaluative verbs and adjectives to judge behavior or moral character (*dominated, succumbed to; ineffective, powerful*)

Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses through...

- Nominalizations to name abstract concepts, ideas, ideologies (*racism, reunification, criminalization*)
- Dependent clauses to express details that occur as a result of place, manner, duration, extent
- Complex sentences to clarify causal, linked, time-bound or sequential relationships
- Expanded noun groups to add details (*One young girl lives in the urban streets of Chicago.*)
- Connectors to maintain chronological, causal or logical relationships (*as a result, meanwhile, therefore*)

Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events through...

- Word choices to evaluate, judge, or appreciate significance of events or phenomena
- Nominalizations to summarize event and name abstract phenomena

GRADES
9-12 WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.9-12.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

ELD-SS.9-12.Argue.Expressive

Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

Language Functions and Sample Language Features

Introduce and contextualize topic through...

- Generalized nouns and descriptive title to introduce topic (*occupation, reunification, The Allied and Axis forces*)
- A variety of verb tenses (past, timeless present, relational) to present position and/or provide background information
- Expanded noun groups with embedded and relative clauses to add details (*Germany's growing domination, which expanded into...*)
- Cohesion to reference ideas, people across text (pronouns, synonyms, substitutions, renaming, collocations)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Select relevant information to support precise and knowledgeable claims with evidence from multiple sources through...

- A variety of clauses to frame details, examples, quotes, data (*according to, historians dis/agree, several sources suggest, these data suggest*)
- Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened
- A variety of verb forms to express agency in doing, thinking, saying, feeling actions (*they decreed, she conspired, children were playing when*)

Establish perspective through...

- Passive voice to keep emphasis on main topic rather than who or what is doing the action (*Those who resisted were rounded up and sent to work camps.*) or to use active voice to keep emphasis on who or what is doing the action.
- Objective or emotive language to appeal to logic or feelings (*forces, versus brave, focused fighters*)
- Evaluative verbs, adverbs, and adjectives to add author's perspective (*tormented, bravely, substantial*)

Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning through...


- Connectors to link claims with evidence and reasoning (*because, but, as a result, when, if, although, therefore*)
- Connectors to signal alternate points of view (*on the other hand, contrary to common belief, according to*); show concession or comparison/contrast (*while, although*)
- Modality in summary statements to reiterate position or create a call to action (*could be argued, undoubtedly, ought to, may*)

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on an orange background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADES
9-12

WIDA ELD STANDARD 2

Language for Language Arts

Argue

Annotated Language Sample

Context: This essay *draft* was written by an 11th grader from Vietnam. Students had been defending their textual interpretations and the validity of their analyses of authors' uses of rhetorical strategies and their effects. This assignment was completed after the class and the teacher had jointly deconstructed and analyzed similar rhetorical strategies, both from published authors and from other students.

Prompt: Carefully read the first five paragraphs from Alice Walker's "Everyday Use." In the beginning of the story, the narrator describes the idealistic world of television in juxtaposition to her "real life." Consider Walker's rhetorical strategy in the context of this juxtaposition, and describe the effects.

Language Expectation: ELD-LA.9-12.Argue.Expressive

Multilingual learners use language to construct language arts arguments that

- Introduce and develop precise claim(s) and address counterclaim(s)
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

Functions & Features	"Everyday Use"	Functions & Features
<p>Introduce and develop precise claims through...</p> <p>Declarative statements to frame topic, provide background information, state claim</p> <ul style="list-style-type: none"> • In "Everyday Use" ... invisible conflict. <p>Noun groups to provide details</p> <ul style="list-style-type: none"> • <u>unique organization</u> • <u>an almost invisible conflict</u> • <u>the opposing views in content of adjacent paragraphs</u> • <u>the continuing subject of division.</u> 	<p>In "Everyday Use" Alice Walker intertwines context, <u>unique organization</u> and juxtaposition to subtly shine a light on an <u>almost invisible conflict</u>.</p> <p>Juxtaposition is <u>the opposing views in content of adjacent paragraphs</u> is used to show <u>the continuing subject of division.</u></p> <p>The introduction of Dee is begun with <u>what Mama wanted with a T.V. show providing the dream setting</u> and <u>what Dee actually is in real life.</u></p>	<p>Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence through...</p> <p>A variety of clauses to support claim</p> <ul style="list-style-type: none"> • <u>what Mama wanted with a T.V. show providing the dream setting</u> • <u>what Dee actually is in real life.</u>

Functions & Features	"Everyday Use" Continued	Functions & Features
<p>Introduce and develop precise claims through...</p> <p>Noun groups to provide details</p> <ul style="list-style-type: none"> • <u>slight negative tension to her arrival</u> • <u>the meek resentment the reader initially has</u> • <u>the idea of sentimental value</u> • <u>the memory of the quilt</u> <p>Pronouns and renaming subjects to maintain cohesion</p> <ul style="list-style-type: none"> • the contrast ... the conflict ... the issue ... the true conflict (renaming) • this (pronoun) 	<p><u>The contrast</u> Dee shows to Mama's hopes and dreams build <u>slight negative tension to her arrival</u>. <u>The meek resentment the reader initially has</u> is superficial as the standard Mama set was fantasy but, <u>the prescence of the emotion set the stage for the conflict</u>. <u>The issue</u> expands with comparisons between Maggie and Dee <u>to show the many differences between the two</u>. Later in the story Maggie and Dee end up arguing over a quilt. The literal argument itself is unremarkable and one-sided as Mama has to defend Maggie; <u>the true conflict</u> was in <u>the idea of sentimental value</u>. Dee puts value in the quilt and not in <u>the memory of the quilt</u>. She sees the quilt or any heirloom <u>as something to be collected or chosen</u>. Maggie and Mama cherish memories and knowledge in their entirety. <u>It cannot be denied or rejected</u>. <u>This</u> mirrors the context and contributes to the message of different ways <u>people remember not only the past but also their bloodline</u>.</p>	<p>Support claims with valid reasoning and relevant and sufficient evidence through...</p> <p>A variety of clauses (adverbial, embedded) to support claim</p> <ul style="list-style-type: none"> • <u>the prescence of the emotion set the stage for the conflict</u> • <u>to show the many differences between the two</u> • <u>as something to be collected or chosen</u> • <u>people remember not only the past but also their bloodline</u> <p>Connectors to elaborate on an idea/interpretation</p> <ul style="list-style-type: none"> • later in the story

Functions & Features	"Everyday Use" Continued	Functions & Features
<p>Establish and maintain a formal style and objective tone through...</p> <p>Third person to maintain neutrality</p> <ul style="list-style-type: none"> the "Everyday Use" Maggie Dee <p>Authoritative declarative sentences to evaluate and interpret events</p> <ul style="list-style-type: none"> Such a massive ... population. Mama and Maggie's...which they are rising up against. <p>Nouns, adjectives, verbs, and adverbs to evaluate the positive/negative qualities of topic, position, or evidence</p> <ul style="list-style-type: none"> <u>took the nation by storm</u> <u>Such a massive and sudden surge</u> <u>the loud and proud</u> <u>the new outspoken group</u> <u>did little to recognize</u> <u>a form of ignorance</u> <u>mean little</u> <u>has no significance</u> 	<p>The "Everyday Use" <u>is set</u> in an era where a new wave African-Americans <u>took the nation by storm</u>. <u>Such a massive and sudden surge</u> of cultural created a schism within the population. Maggie <u>represents</u> the <u>old generation, characterized by her shy and nervous persona</u>. While Dee is the new breed of <u>the loud and proud</u>. The new outspoken group Dee symbolises <u>created the back to Africa movement</u> and revived African pride yet <u>did little to recognize</u> the history of slavery and subsequent liberation. Mama and Maggie's generation consider that to be a form of ignorance and that they are no better than the people which they are rising up against. The quilt, names, arguments <u>mean little</u> without the context as the family would have no background <u>with which to draw the real issues from</u>. The differences between Maggie and Dee would be comparable to a sitcom <u>as neither person represent anything</u>. <u>The fight over the quilt has no significance</u> without the backdrop of the civil rights movement.</p>	<p>Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations through...</p> <p>A variety of structures to define, describe, interpret, and refute claims, evidence, reasoning</p> <ul style="list-style-type: none"> the "Everyday Use" <u>is set</u> in an era where (passive voice) <u>the old generation, characterized by her shy and nervous persona</u> (expanded noun group) <u>the back to Africa movement</u> (noun group and nominalization) <u>with which to draw the real issues from</u> (subordinate clause) <u>as neither person represent anything</u> (causal) <u>the fight over the quilt</u> (nominalization) <u>represents</u>, <u>characterized</u>, <u>created</u>, <u>symbolizes</u> (verbs)

Functions & Features	"Everyday Use" Continued	Functions & Features
<p>Establish and maintain a formal style and objective tone through...</p> <p>Authoritative declarative sentences to evaluate and interpret events</p> <ul style="list-style-type: none"> Had Dee and Maggie ... less pronounce. Today ... not just in race. <p>Nouns, adjectives, verbs, and adverbs to evaluate the positive/negative qualities of topic, position, or evidence</p> <ul style="list-style-type: none"> <u>pervades</u>. <u>identity crises</u>. <u>has many confused</u> 	<p>In the same vein the meaning of the essay would be difficult to convey without the constant separation in character personalities.</p> <p>Had Dee and Maggie been more similar the representations of generations would have been less pronounce.</p> <p>Context and juxtaposition work in unison to focus on the issue of personal identity.</p> <p>The 70's had half the African-American population declaring their nationality and half wondering about what their ancestors would say Today the same issue still persists but not just in race. It also <u>pervades</u> the culture of our people and what it means to be anything, from gender roles to sexual orientation, <u>identity crises has many confused</u>.</p> <p>"Everyday Use" does not offer a solution or point to what is right, instead it sends the message that there are many ways to belong to the same group and yet, at the same time be very different.</p>	<p>Cohesive devices</p> <ul style="list-style-type: none"> personalities had Dee and Maggie been more similar (whole/part) context ... the 70's (renaming) juxtaposition ... declaring their nationality say (renaming) has many [people] confused (omission) <p>Connectors to sequence points in the argument and maintain logical progression</p> <ul style="list-style-type: none"> In the same vein The 70's Today <p>Summary statement to reiterate claim, call to action, encourage a response, or suggest next steps</p> <ul style="list-style-type: none"> "Everyday Use" does not offer a ... different

GRADES
9-12 WIDA ELD STANDARD 3
Language for Mathematics

Explain

Annotated Language Sample

Context: This mentor explanation text was developed by a teacher to illustrate the language required for students to answer this type of Algebra 1 problem they might encounter on a final exam or standardized test. The teacher read, deconstructed, and analyzed the mentor text with students to make visible how the text is structured as well as the way certain language features are employed to meet the purpose of the explanation.

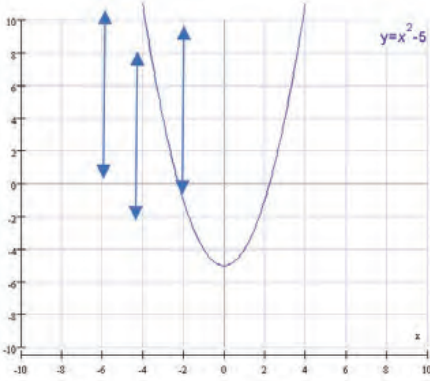
Prompt: Give the domain and range of the relationship. Then tell whether the relation is a function. Explain your answer. $Y = X^2 - 5$

Language Expectation: ELD-MA.9-12.Explain.Expressive

Multilingual learners use language to construct mathematical explanations that

- Introduce mathematical concept or entity
- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

Functions & Features	Grade 10 Algebra	Functions & Features
<p>Introduce a concept through...</p> <p>Relating verbs to define or describe concept</p> <ul style="list-style-type: none"> • <u>is</u>, <u>isn't</u>, <u>isn't</u> <p>Mathematical terms and phrases to describe concept, process</p> <ul style="list-style-type: none"> • <u>the equation's domain and range</u> • <u>the vertical line test</u> • <u>X</u> • <u>Y</u> 	<p>I explain that this <u>equation</u> <u>is</u> a <u>function</u> by providing a definition of <u>the equation's domain and range</u> and graphing what it looks like. This helps me see if the equation passes <u>the vertical line test</u>.</p> <p><u>The domain</u> <u>is</u> the set of all numbers that can be substituted for <u>X</u> in the equation. <u>X</u> can be any real number, so the domain is all real numbers.</p> <p><u>The range</u> <u>is</u> all the possible numbers that can be <u>Y</u>.</p>	<p>Share solutions with others through..</p> <p>Generalized nouns to add precision</p> <ul style="list-style-type: none"> • <u>equation</u> • <u>function</u> • <u>domain</u> • <u>range</u> <p>First person to describe approach</p> <ul style="list-style-type: none"> • I • me <p>Third person to describe approach with neutral stance of authority</p> <ul style="list-style-type: none"> • <u>the domain</u> • <u>the range</u>

Functions & Features	Grade 10 Algebra Continued	Functions & Features
<p>Describe data and/or approach to solve a problem through...</p> <p>Connectors to link sentences and longer stretches of text signaling</p> <ul style="list-style-type: none"> • one way (clarification) • as shown below (clarification) <p>Verbs to establish a process or approach</p> <ul style="list-style-type: none"> • to graph • intersect <p>Multi-meaning noun groups to provide precision to mathematical descriptions</p> <ul style="list-style-type: none"> • positive • the range • function • every possible value <p>Reference devices to create cohesion</p> <ul style="list-style-type: none"> • the equation ... the equation (repetition) • this ... this (repetition) • X^2-5 ... X^2-5 (repetition) • $Y \geq -5$... Y (renaming) <p>Visual data displays to clarify approach (es) and solution(s)</p>	<p>Because X^2 is positive or at a minimum 0, (X^2-5) could be -5 or greater. (This means that the range is $Y \geq -5$.)</p> <p>Therefore, the equation, $Y = (X^2-5)$, is a function because for every possible value for X, there is only one value of Y.</p> <p>One way to show that (this) is true, is to graph the equation and use the vertical line test. If vertical lines intersect the graph at a single point, then the equation is a function, as shown below.</p> 	<p>State reasoning used to generate own or alternate solutions through...</p> <p>Causal connectors to establish or refute relationship, solution, validity</p> <ul style="list-style-type: none"> • because • therefore • because <p>Conditional conjunctions to propose future options (if/so, if/then) and generalized relationships (if/will)</p> <ul style="list-style-type: none"> • if ... then

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
 - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how *multilingual learners* might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 9-12 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	to meet a purpose (to inform, narrate, entertain) in a series of topic-related connected sentences	to meet a purpose through generic (not genre-specific) organization (introduction, body, conclusion)	to meet a purpose through specific organization (orientation and explanation sequence)	to meet a purpose through organizational patterns characteristic of the genre (claim, evidence, reasoning) that link ideas, events, and reasons across text	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)	According to authors' strategic use of generic structure (combining different genres to meet their social purpose) for particular effects and for a variety of audiences
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text including (class/ subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout a text (whole/part, substitution/omission)	cohesive devices and common strategies that connect ideas throughout a text (given/new)	various types of cohesive devices and strategies that connect ideas throughout a text	authors' strategic and creative ways to connect units of meaning throughout a whole text
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	expanded noun groups with prepositional phrases (<i>the chemical element with the symbol H</i>)	expanded noun groups with embedded clauses (<i>chemical element that has these physical properties</i>)	expanded noun groups with a variety of embedded clauses (<i>chemical element with the symbol Na and an atomic number 11 that ...</i>)	expanded noun groups with embedded clauses and compacted noun groups (nominalization)	a variety of noun groups expanded with pre- and post- modifiers (<i>the chemical element with the symbol H and atomic number 1</i>)	authors' strategic use of noun groups and nominalization to elaborate and condense ideas characteristic of various genres and content areas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	multiple related simple sentences (<i>All people have needs and wants. This is called demand.</i>)	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: <i>All people have needs and wants and it's called demand.</i>)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: <i>All people have needs and wants but there are only limited...</i>)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (<i>Whenever there is an increased demand, the prices go up.</i>)	a wide variety of sentence types that show various increasingly complex relationships (condition, cause, concession, contrast) addressing genre, audience, and content area (<i>Despite the obvious problems with equity, some people...</i>)	authors' strategic use of sentences that combine clauses reflecting increasingly complex relationships addressing genre, audience, and content area (<i>Interest rates are controlled by the Federal Reserve Bank, although some would argue...</i>) with awareness of how various sentences create different effects
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	a growing number of words and phrases in a variety of contexts (<i>sit tight for the announcements, in this novel</i>)	an expanding number of words and phrases including idioms and collocations (<i>to make a long story short</i>)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (<i>within seconds</i>)	a wide variety of words, phrases, and expressions with multiple meanings across content areas (<i>division of power versus long division</i>)	strategic use of various words, phrases, and expressions with shades of meaning across content areas (<i>tumultuous and catastrophic events</i>)	authors' flexible and strategic use of words and phrases across a variety of contexts and content areas (<i>stares, hesitates, agonizes and finally...</i>)

Grades 9-12 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

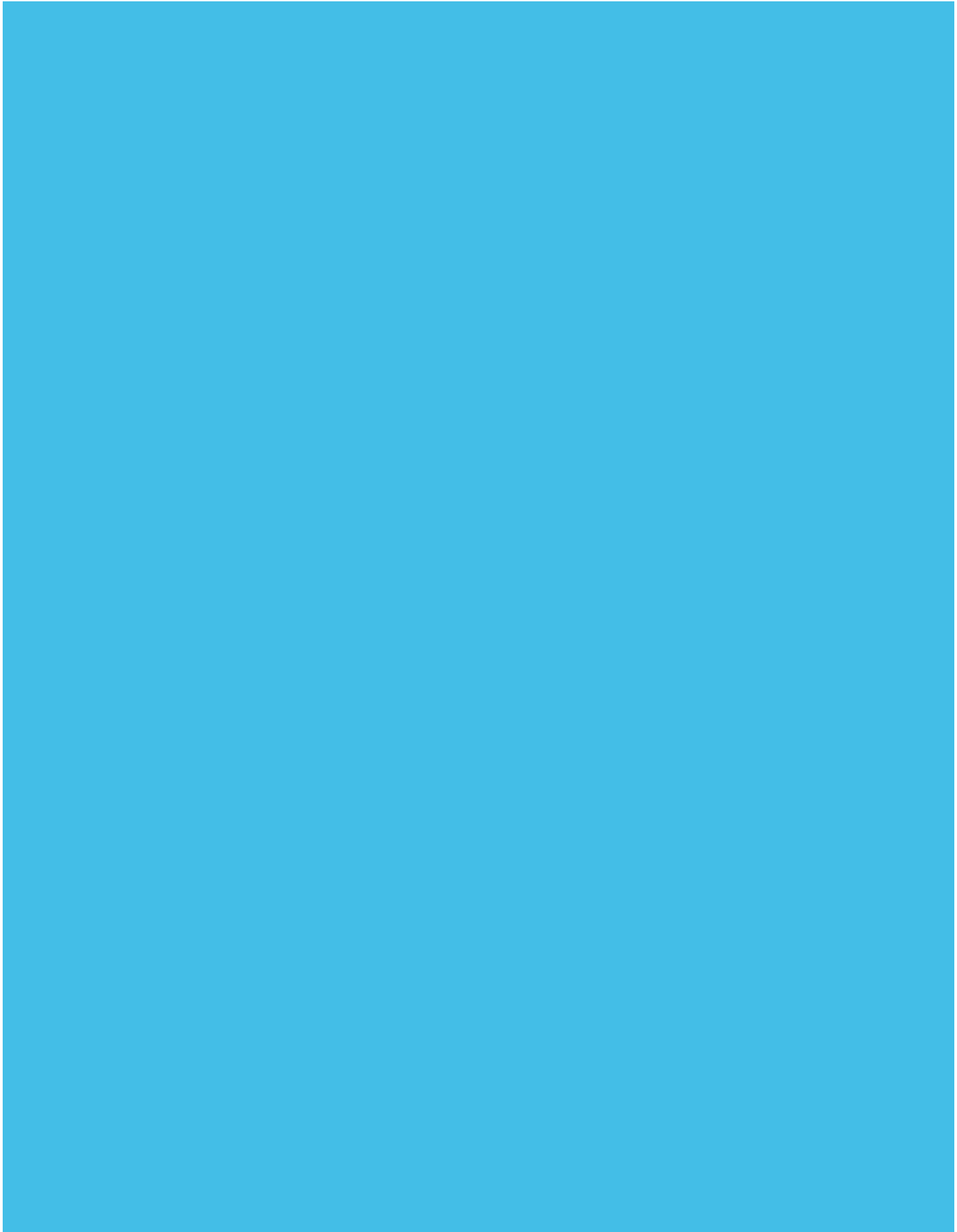
Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

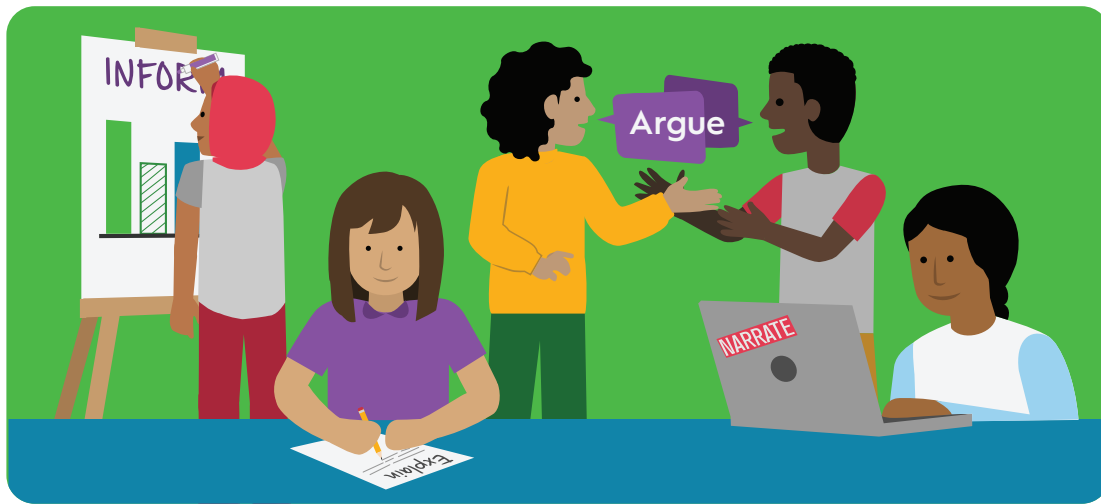
Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	short text that conveys intended purpose using predictable organization (paragraph openers: <i>First...</i> , <i>Finally</i> , <i>In November</i> , <i>Plant cells have...</i>)	expanding text that conveys intended purpose using generic (not genre-specific) organization (introduction, body, conclusion) with some paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (claims and counterclaims or rebuttals) with strategic ways of signaling relationships between paragraphs and throughout a text	text that conveys intended purpose using genre-specific organizational patterns with a wide range of ways to signal relationships throughout the text	elaborated text that conveys authors' intended and strategic purpose, including flexibility in combining multiple genres for a variety of audiences and effects.
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	a growing number of cohesive devices (demonstratives, repetition)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices used in genre- and discipline-specific ways	a flexible and strategic use of cohesive devices
DISCOURSE Density of language	Elaborate or condense ideas through...					
	some types of elaboration (demonstratives: <i>these five rules</i>)	an expanding number of types of elaboration (adding classifiers: <i>Roman empire</i>)	a variety of types of elaboration (adding in embedded clauses after the noun: <i>ancient kingdoms which were buried by ash</i>)	a wide variety of types of elaboration and some ways to condense ideas that includes embedded clauses and condensed noun groups through nominalization	a flexible range of types of elaboration and a growing number of ways to condense ideas	multiple and strategic use of language features to elaborate and condense ideas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	simple sentences with emerging use of clauses (<i>Bolivia is in South America. It's a home to...</i>)	simple or compound sentences with familiar ways of combining clauses with some coordinating conjunctions (<i>Bolivia is in South America and it's a home to...</i>)	compound sentences with frequently used ways of combining clauses that use a broad range of techniques to connect ideas (<i>Democracy was established in the 1980s, yet, leaders...</i>)	compound and complex sentences with a variety of ways of combining clauses in characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: Although the northern part of...)	a wide variety of sentence types that show complex clause relationships (condition, cause, concession, contrast) through addressing genre, audience, and content area (Despite the country's suffering...)	strategic use of multiple techniques and strategies for creating increasingly complex clause relationships that address genre, audience, and content area (Even though Spanish is the official language, several indigenous languages are spoken.)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	a growing repertoire of words and phrases with growing precision (<i>mitosis, symbiotic relationships</i>)	an expanding repertoire of words and phrases such as idioms and collocations with expanding precision (<i>miss the boat</i>)	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (<i>by exploring cultures, later that day</i>)	a variety of words and phrases, including evaluation and obligation, with precision (<i>we shall overcome</i>)	a wide variety of words and phrases with precision (<i>the dictator ruled with terror</i>) according to the genre, purpose, and discipline	flexible and strategic use of various words and phrases (<i>marveled at the Eiffel Tower</i>) according to the genre, purpose, and discipline



Section 4: Resources





Key Language Uses: A Closer Look

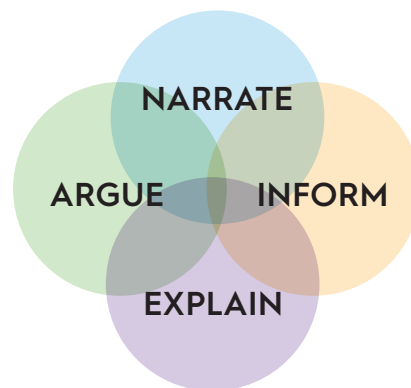
Section 2 of this document, “Understanding the WIDA ELD Standards Framework,” introduces readers to Key Language Uses. This resource takes a deeper dive into the common and unique linguistic and organizational features of each Key Language Use, and includes the following:

- A brief review of the Key Language Uses
- A quick reference table that includes brief definitions, examples of genres, and curricular contexts
- Common linguistic and organizational features across Key Language Uses
- Unique linguistic and organizational features of each Key Language Use
 - A definition of each Key Language Use
 - Example genres within each Key Language Use
 - Samples of how each Key Language Use is applied in a classroom setting across all grade level clusters.
 - Descriptions of how each Key Language Use appears across the disciplines
 - Examples of how each Key Language Use interacts with and builds on other Key Language Uses

A Review of the Key Language Uses

The four Key Language Uses—Narrate, Inform, Explain, Argue—represent prominent genre families in the context of the disciplines to 1) help bring focus and coherence to the language of schooling and 2) prompt educators to attend to language in systematic, explicit, and sustained ways. Key Language Uses provide a natural source for collaboration between content and language teachers and help educators make choices to prioritize and organize content and language integration.

Figure 4-1: The Four Key Language Uses



Genres are multimodal types of texts (oral, written, visual) that recur frequently for specific purposes, with specific discourse organization and language features (e.g., biographies).

Genres with similar characteristics (e.g., biographies, autobiographies, short stories) can be grouped together into **genre families** (e.g., narrate).

Key Language Uses reflect the most high-leverage genre families across academic content standards. They are **Narrate, Inform, Explain, and Argue**.

As genre families, Key Language Uses overlap, blend, and build on each other. They are not strict categorical divisions. For example, as students develop complex explanations, they may Inform (by naming, defining, describing, or comparing and contrasting something), and even Narrate (e.g., include an anecdote) as they work to help their audiences accurately understand the *how* or *why* of a concept (Explain). Narratives can be embedded within other expository structures, such as those in the families of Argue and Explain. Argue can incorporate elements of many Key Language Uses, as it seeks to show an audience the validity of a position.

Educators who are aware of how genres work in school can offer students explicit and systematic explanations of the way language works in context. This understanding can also help educators shift from seeing language as a static

inventory of structures to language as a functional resource for making meaning. In other words, Key Language Uses draw attention to the language of schooling to help both students and educators see that language use is shaped by

- The larger context of schooling
- The content area, topic, and purpose for using language
- The person(s) with whom one communicates
- Students' identities and social roles
- The channel of communication

Table 4-1 offers a quick reference to the definition of each Key Language Use, along with examples of genres and classroom applications.



Table 4-1: Definitions of Key Language Uses

Key Language Use (Genre Family)	Genre Examples	Sample Classroom Applications
Narrate Represent experiences through stories and histories	<ul style="list-style-type: none"> Stories: personal recounts of real experiences or imaginative creative stories (e.g., personal narrative, short stories, novels, mystery, science fiction, fantasy) Histories: autobiographies, memoirs, biographies, and historical recounts 	<ul style="list-style-type: none"> My first day of school. Imagine yourself as a person in a particular historical period. Who are my heroes?
Inform Communicate factual information on a topic	<ul style="list-style-type: none"> Descriptive, compositional, classifying, contrastive or comparative reports Lab reports, investigation reports, design reports, problem-solution reports 	<ul style="list-style-type: none"> What are environmental disasters? How are stars and planets different? How do cells divide?
Explain Give account for how or why things work	<ul style="list-style-type: none"> Sequential Causal Cyclical Factorial Consequential Mathematical explanations 	<ul style="list-style-type: none"> How does a bill become a law? Why do I have hiccups? How does a caterpillar become a butterfly? How are tornadoes formed?
Argue Justify one's claims using evidence and reasoning	<ul style="list-style-type: none"> Exposition (one side) Discussion (both sides) Challenge Critical response Book, film, videogame reviews Mathematical arguments Scientific arguments 	<ul style="list-style-type: none"> Should plastic straws be banned? Defend, challenge, or qualify a character's view of the relationship between wealth and justice. A response to immigration policy. Should masks be required in a global pandemic? Develop mathematical proofs.

(de Oliveira, 2016; Derewianka & Jones, 2018)

Common Linguistic and Organizational Features of Key Language Uses

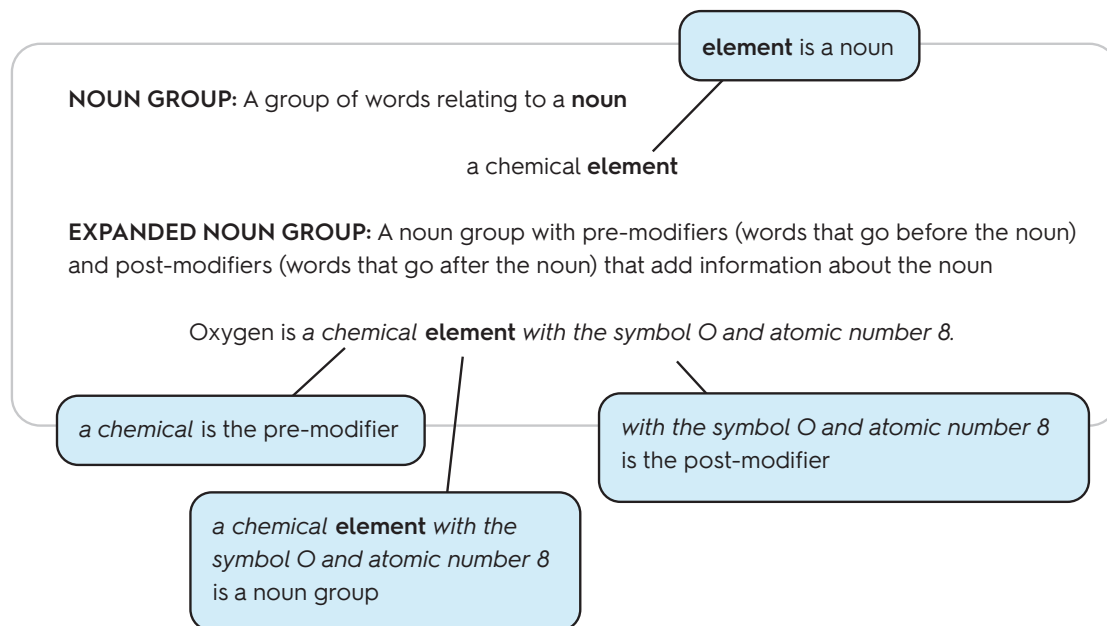
While each Key Language Use has unique organizational structures and language features, several are common across all Key Language Uses. In this section we highlight and discuss three such structures and features:

- Noun groups
- Nominalization
- Given/new organizational pattern of discourse (also known as zig-zag)

Teachers who recognize how these common language features work in texts can explicitly teach them to multilingual learners. This will help learners use these features across various Key Language Uses, making these features portable. Ultimately, this recognition will increase students' independence in being able to read academic texts on their own, regardless of genre.

Noun Groups

Academic texts are often challenging because of the density of information packed in noun groups connected with one simple verb (is, have, are, was). A **noun group** is a *group of words relating to a noun* (e.g., a chemical **element**). An expanded noun group typically includes pre-modifiers (words that go before the noun) and post-modifiers (words that go after the noun) that add information about the noun.

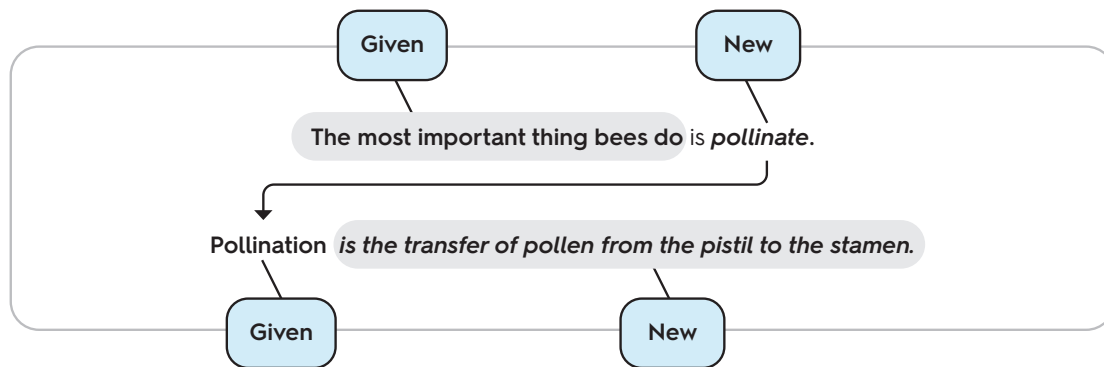


Nominalization

Nominalization is a prominent feature of written text. It occurs when events and qualities are represented as “things,” using an abstract noun instead of a verb, adjective, or clause (e.g., discrimination, assumption). Many abstract and technical terms are nominalizations that help us condense information (e.g., fragmentation, deposition, pollination). At the same time, nominalizations often emphasize an end result of an action while making the doer of that action disappear.

Given/New Information

Given/new Information is an organizational pattern in written texts in English that functions to build and sequence information between sentences. The **given (or known)** information is placed at the beginning of the sentence. The **new (or unknown)** information is placed at the end of the sentence. In the sentence that follows, the new information is picked up as **given** so that more information can be added, typically through the use of nominalization. For example:



The first sentence presents “The most important thing that bees do” as given information and “*pollinate*” as new information. The second sentence starts with the nominalization “*pollination*,” now as a **given**. The given/new pattern allows the second sentence to capture and build on the concept pollinate as **given** so that more information can be added (e.g., the transfer of pollen from a stamen to a pistil).

Educators can undoubtedly identify other common organizational patterns and language structures in English. Being able to see how these patterns and structures connect to the Key Language Uses can help you use them with your multilingual learners.

Unique Linguistic and Organizational Features of Key Language Uses

Narrate: Represent Experiences Through Stories and Histories

The Key Language Use **Narrate** refers to the way students use language to represent experience—real or imaginary. This genre family has the function of engaging and/or informing the reader or audience. (See Table 4-2 for examples.) The many genres that come under the umbrella of Narrate serve purposes including to convey what one imagines, to share an experience, to entertain, to inform, and to persuade. Narratives can take the form of stories, such as fictional creative short stories and novels, or nonfiction news stories and anecdotes. They can also take the form of histories, such as chronicles, biographies, and historical recounts.

Narratives tend to follow cultural story-telling patterns, and cultural norms for narratives can affect students' interpretations. It is important to be mindful that multilingual learners from different backgrounds may approach aspects of narrative such as truth, identity, and themes according to their cultural norms.

Table 4-2: Narrate Genre Family

Sample Genres	Purpose	Sample Classroom Applications
Personal recount	Reflect on experience by giving details of an incident	<ul style="list-style-type: none"> How I came to this country Our class field trip to the virtual museum
Short stories	Engage, encourage reflection, entertain, or teach a moral lesson	<ul style="list-style-type: none"> The Rabbit and the Fox Finding Helena
Anecdotes	Share a short and amusing episode about a real person	You won't believe what happened!
News stories	Inform about newsworthy events in a compelling way	Writing a story or blog for a school newspaper: Safety in School
Autobiographies	Recount episodes in someone's life as told by that person	<ul style="list-style-type: none"> <i>A Long Walk to Here and Now</i> <i>Hard Lessons Learned</i>
Biographies	Recount episodes from another person's life	<i>A Biography of Nelson Mandela</i>
Historical recounts and accounts	<ul style="list-style-type: none"> Recount historical periods Recount and explain historical stages 	<ul style="list-style-type: none"> The Ming Dynasty The Victorian Era U.S. Immigration History

Narrate Through the Years of Schooling

As students move through school, what they are expected to be able to do with Narrate changes (see Table 4-3). Students are always expected to express their ideas, interact with others, and create multimodal texts (written, oral, visual), but the resources they are expected to use become more sophisticated and often build upon previously acquired ways of using language. As such, when a multilingual learner arrives any time after early elementary school, they may need a great deal of support in building up their resources for Narrate.

Table 4-3: Narrate Through the Years of Schooling

Early Elementary	Upper Elementary and Middle	Middle and High School
<p>Young learners come to school with experience and skill in telling stories. They use language to narrate when they</p> <ul style="list-style-type: none"> • Share and reflect on lived experiences • Retell or create imaginative stories that rely on shared understanding with their audience • Create multimodal texts that include drawings and spelling approximations 	<p>In upper elementary school students expand their use of language to</p> <ul style="list-style-type: none"> • Add details about people, characters, scenes, settings, and actions • Create images in the reader's mind through richly descriptive language • Interpret and develop more complicated plots • Move back and forth between spoken and written modes as they create increasingly coherent multimodal narratives for a variety of contexts and purposes 	<p>Middle and high schoolers use language in increasingly strategic ways to</p> <ul style="list-style-type: none"> • Add nuance to how they describe people, objects, scenes, and actions • Use dialogue to provide insight into character's motives and personalities • Underscore the significance of events • Manipulate pace to bring attention to key points in the narrative • Create tension and suspense • Draw on a range of language resources to make narratives flow well and hang together coherently

Narrate Across Content Areas

Narratives as a genre family are generally associated with literature or language arts; however, narratives are present in all disciplines, as shown in Table 4-4.

Table 4-4: Narrate Across Content Areas

Language Arts	Mathematics	Science	Social Studies
<p>In language arts, students process and produce narratives to</p> <ul style="list-style-type: none"> • Convey real or imaginary experience through short stories, novels, anecdotes, memoirs, and autobiographies • Develop and process their own identities 	<p>In mathematics, students process and produce narratives to</p> <ul style="list-style-type: none"> • Illustrate mathematical concepts • Contextualize and build stronger connections to the applications of math, bringing them to life in story forms 	<p>In science, students process and produce narratives to</p> <ul style="list-style-type: none"> • Tell stories that add meaning to technical and abstract scientific phenomena • Share observations of how things work and evolve, and of how humans become interested in science 	<p>In social studies, students process and produce narratives to</p> <ul style="list-style-type: none"> • Communicate their perspective on what happened, who was involved, and where and when it took place (settings, epochs) • Paint a larger picture of a particular event or social phenomenon

How Narrate Interacts with other Key Language Uses

As a genre family that allows students to create real or imaginary stories and recount histories, the Key Language Use Narrate relies largely on descriptions and sequencing of events. This way of using language underlies the other Key Language Uses as well. It is typical, for example, for arguments to include a personal story to connect with the audience, or for a science explanation to use a narrative to illustrate a phenomenon.

Inform: Communicate Factual Information on a Topic

The Key Language Use **Inform** allows students to observe, record, and describe information about the natural world around them. (See Table 4-5 for examples.) This genre family consists of texts that convey facts in nonfiction contexts as students define, describe, compare, contrast, organize, categorize, or classify something (for example, a favorite animal, a musical instrument, a planet, an epoch, or other newly researched knowledge). Informational texts are often multimodal: they tend to include pictures, symbols, charts, diagrams, illustrations, and other means that help to show relationships like parts to whole, or classes/subclasses of things.

Table 4-5: Inform Genre Family

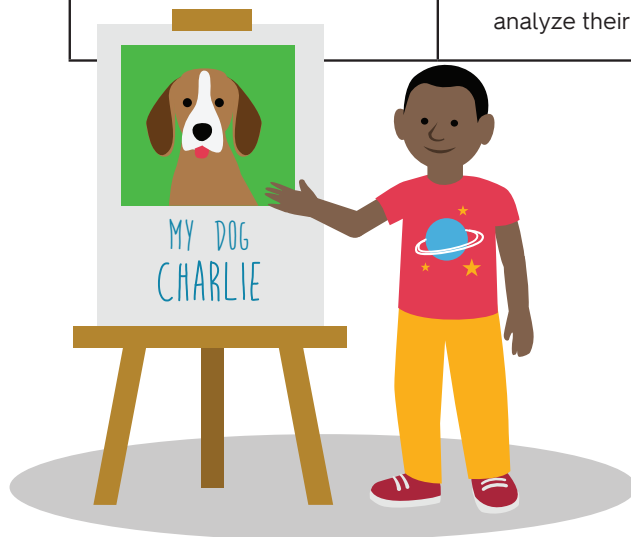
Sample Genres	Purpose	Sample Classroom Applications
Descriptive report	Give information about an entity by describing its uses, characteristics, physical attributes, behavior, or other features	<ul style="list-style-type: none"> • Dolphins • Magnets • Stages of cell division
Classifying report	Organize and describe a field or topic into class and subclass hierarchies	<ul style="list-style-type: none"> • Classes of environmental disasters • Types of software
Comparative report	Identify similarities and differences between two or more things	<ul style="list-style-type: none"> • Stars and planets • Mitosis and meiosis
Compositional report	Describe parts and wholes	<ul style="list-style-type: none"> • Layers of the rainforest • The acoustic guitar
Lab report	Describe experiments using the scientific method	Types of techniques to separate mixtures
Investigation report	Research a topic using a variety of sources	The impact of COVID-19 on school learning
Design report	Design and create a product, service, performance, or artwork	Designing and constructing multimedia compositions
Problem-solution report	Devise a solution to a problem	Solutions report: robot arm designs for trash pick up

Inform Through the Years of Schooling

The language demands required for students through the Key Language Use Inform change significantly throughout the years of schooling. The language for observing and describing information shifts from describing people, places, and objects in the immediate environment to classifying and categorizing more abstract phenomena involving deeper taxonomies. What students can demonstrate with the language for informing depends on their knowledge of the topic; therefore, students need support to research topics before reporting on them. Because linguistic demands of Inform increase through the years of schooling, multilingual learners need ongoing explicit support with Inform across the grades. The progression is shown here in Table 4-6.

Table 4-6: Inform Through the Years of Schooling

Early Elementary	Upper Elementary and Middle	Middle and High School
<p>Young learners use language for informing when they</p> <ul style="list-style-type: none"> • Report on topics they know well • Discuss or write about people, places, or familiar things in their environment, such as “My dog Charlie” 	<p>In upper elementary school students expand their use of language to</p> <ul style="list-style-type: none"> • Report on their researched topics at a distance and in general terms such as “Canine species” or “Dogs” in general • Manage information about entities according to their composition and classifications, to compare and contrast phenomena, and to analyze their features 	<p>Middle and high schoolers use language in increasingly strategic ways to</p> <ul style="list-style-type: none"> • Provide extended scientific classifications or technical information with much more detail, precision, and sophistication • Share their research findings through different kinds of reports (e.g., more complex problem-solution reports and lab reports)



Inform Across Content Areas

Because information reports are used to describe phenomena and entities, these texts are more prevalent in science and social studies; however, they are also present in mathematics and language arts. (See Table 4-7 for examples.)

Table 4-7: Inform Across Content Areas

Language Arts	Mathematics	Science	Social Studies
<p>In language arts, students process and produce information to</p> <ul style="list-style-type: none"> • Ask and answer questions about local and global issues • Compare and contrast themes in various works • Research, summarize, draw conclusions, and report findings 	<p>In mathematics, students process and produce information to</p> <ul style="list-style-type: none"> • Ask and answer questions, explore, model, conjecture, test, and prove • Define and represent concepts • Engage in problem-solving 	<p>In science, students process and produce information to</p> <ul style="list-style-type: none"> • Ask and answer questions about phenomena • Explore solutions to problems • Elaborate on concepts and processes 	<p>In social studies, students process and produce information to</p> <ul style="list-style-type: none"> • Ask and answer questions about past and present events • Pursue investigations through the tools and lenses of geography, history, economics, and political science

How Inform Interacts with other Key Language Uses

When students research a topic, the newfound knowledge can inform the basis for evidence in arguments. The researched material can also inform the background of a narrative short story. When students explain a phenomenon with a poster, they might need to inform by providing a definition of key concepts, such as magnetism. When asked to explain how energy flows through an ecosystem, they may need to inform by classifying the components of an ecosystem.

Notice that information reports are different from explanations because, for example, while the former describes or classifies such phenomena as clouds, explanations are concerned with how clouds are formed or why it rains.

Explain: Give Account for How or Why Things Work

The Key Language Use **Explain** centers on locating and substantiating the inner workings of natural, artificial, and social phenomena (see Table 4-8). Explanations are more than descriptions or recounts—they ask not only about the “what,” but the “how,” thus searching for causal relationships and overarching theories to construct deeper understandings. As they grow in complexity, explanations often draw on the unobservable or underlying concepts or mechanisms for how something works.

Table 4-8: Explain Genre Family

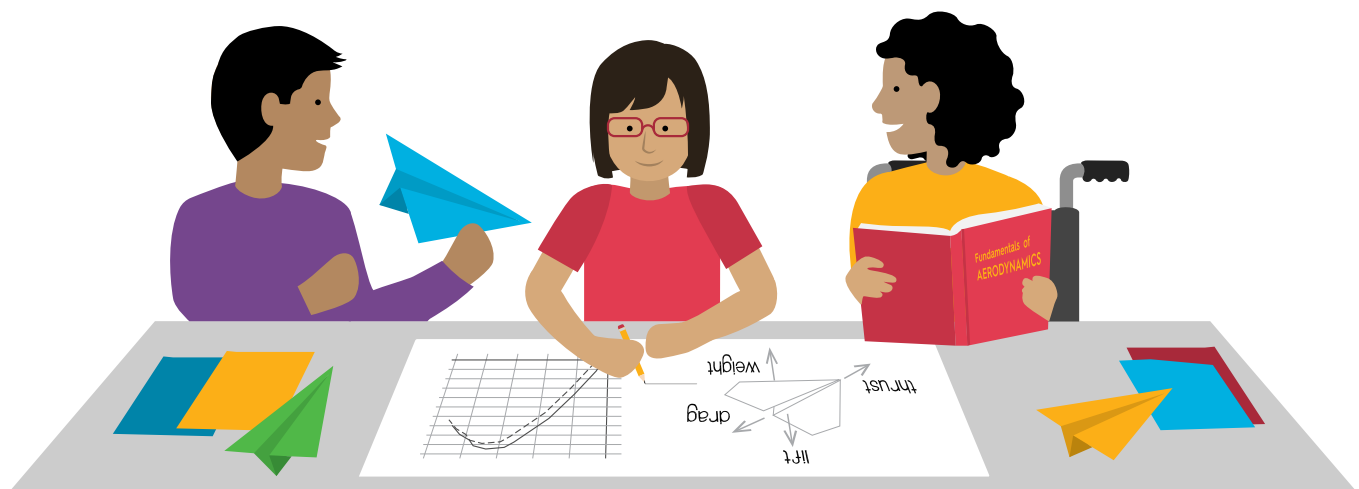
Sample Genres	Purpose	Sample Classroom Applications
Sequential explanation	Explain phenomena in a linear sequence	<ul style="list-style-type: none"> • How recycled paper is made • How a bill becomes a law
Causal explanation	Explain phenomena in a linear sequence showing how one step causes the next	<ul style="list-style-type: none"> • How a volcano erupts • How a solar eclipse occurs • How we get hiccups
Cyclical explanation	Explain phenomena in a way that the last step is also the beginning of the cycle	<ul style="list-style-type: none"> • The life cycle of a frog • The water cycle
Systems explanation	Explain how a system works. Includes a description of the components and how they relate and interact with one each other.	<ul style="list-style-type: none"> • How the desert works as an ecosystem • How the branches of the government work • How school or local community works as a system
Factorial explanation	Explain factors (multiple causes) that contribute to an event or outcome	<ul style="list-style-type: none"> • Factors that create the conditions for a tornado • Factors that led to World War II
Consequential explanation	Explain consequences (multiple effects) of an event	<ul style="list-style-type: none"> • What are the consequences of not following our classroom community rules? • What happened as a result of Westward Expansion in the U.S.? • What were the consequences on Native people?

Explain Through the Years of Schooling

The language demands required for students through the Key Language Use Explain change significantly throughout the years of schooling. The language for explaining how or why things work shifts from explaining observable phenomena in early years to explaining the underlying causes and the inner workings of natural, built, or social phenomena in later ones. Explanations take on a more multifaceted nature because they deal with complex phenomena involving multiple causes and multiple effects. Because linguistic demands of Explain increase through the years of schooling, multilingual learners need ongoing explicit support with Explain across grade levels. The progression is shown in Figure 4-9.

Table 4-9: Explain Through the Years of Schooling

Early Elementary	Upper Elementary and Middle	Middle and High School
<p>Young learners use language for explaining when they</p> <ul style="list-style-type: none"> • Share their observations of the how and why of observable and familiar phenomena (life cycle of a butterfly) • Use diagrams, drawings, speech, and some writing to process and produce multimodal texts that are sequential (from farm to table) or cyclical (how a caterpillar becomes a butterfly) 	<p>In upper elementary school students expand their use of language to</p> <ul style="list-style-type: none"> • Convey the underlying causes of phenomena (how magnets work) • Identify consequences of events or actions (what happens as a result) • Establish connections and relationships between different ideas 	<p>Middle and high schoolers use language in increasingly strategic ways to</p> <ul style="list-style-type: none"> • Establish more complex connections between causes and effects • Convey more abstract concepts and relationships among ideas (how aerodynamics or electromagnetism work) • Use multiple sources of empirical evidence to locate and substantiate underlying causes for phenomena



Explain Across Content Areas

Explain features prominently in the fields of science and social studies, as these two disciplines exist to explain natural, artificial, and social phenomena. However, it is also present in other content areas, as shown in Table 4-10.

Table 4-10: Explain Across Content Areas

Language Arts	Mathematics	Science	Social Studies
<p>In language arts, students process and produce explanations to</p> <ul style="list-style-type: none"> Account for how ideas, characters, and themes develop in various literary and informational works 	<p>In mathematics, students process and produce explanations to</p> <ul style="list-style-type: none"> Account for how something was done (how students determined a solution or came to a conclusion) Convey flaws in the chain of mathematical reasoning 	<p>In science, students process and produce explanations to</p> <ul style="list-style-type: none"> Account for the underlying causes or principles of phenomena Draw on scientific models, principles, and ideas that are based on evidence 	<p>In social studies, students process and produce explanations to</p> <ul style="list-style-type: none"> Account for causal and consequential relationships among events and outcomes Foreground reasons that contribute to outcomes Account for the effects or consequences of something Account for how political, economic, or cultural systems work

How Explain Interacts with other Key Language Uses

As students develop complex explanations, they may Inform (e.g., by naming, defining, describing, or comparing and contrasting something), Narrate (e.g., include an anecdote), and Argue (e.g., make a claim) as they work to help their audiences accurately understand the how or why of a concept.

Explanations share some features with the Key Language Use Inform. Yet, while Inform is concerned with describing, classifying, or categorizing things, explanations ask students to substantiate the inner workings, the how and why of phenomena or issues. For example, instead of merely describing types of precipitation, explanations require that students convey why it rains or snows. Argue also shares similarities and differences with Explain. Whereas Explain starts with the assumption of truthfulness as it proceeds to answer questions about the why or how of something, Argue is concerned with making others believe that something is true or persuading people to change their beliefs or behavior.

Argue: Justify One's Claims Using Evidence and Reasoning

The Key Language Use **Argue** refers to the way students use language to change the audience's point of view, to bring about action, or to ask the audience to accept one's position or evaluation of a concept, issue, or problem. Argue has the function of validating, evaluating, and persuading by supporting or challenging points of view, advocating for particular approaches, convincing based on the merits of a proposed solution, interpreting messages in a text, or analyzing various aspects of a literary work. The practice of constructing convincing arguments propels student thinking and learning, develops critical judgement, and enhances oral language, writing, and research skills. (Table 4-11 shows examples.)

Table 4-11: Argue Genre Family

Sample Genres	Purpose	Sample Classroom Applications
Persuasion	Convince an audience to act in a particular way	<ul style="list-style-type: none"> Plastic straws should be banned! Save the rainforests!
Discussion	Discuss two or more sides of an issue	<ul style="list-style-type: none"> Nuclear power, for or against? Online learning, pros and cons
Challenge	Rebut a position on an issue	<ul style="list-style-type: none"> Graffiti is art A response to immigration policy
Review	Assess the value of a work	Reviews of books, films, videogames
Interpretation	Interpret message in a work, usually a literary text or art form	<ul style="list-style-type: none"> What is the message/theme in <i>The House on Mango Street</i>? Literary elements in <i>Bless Me Ultima</i>
Critical response	Analyze and evaluate various aspects of a texts, including ideas, themes, messages, and symbols	<ul style="list-style-type: none"> Analyze the representation of Mexicans in <i>American Dirt</i>

Argue Through the Years of Schooling

The language demands required for students to argue change significantly throughout the years of schooling (see Table 4-12). The expression and elaboration of ideas shifts from describing personal opinions about everyday topics to using research, data, and textual evidence to engage with abstract concepts. Interacting with and convincing an audience requires increasing control over language resources that express attitude and engage with possibilities. For example, creating coherent and logical texts through textual organization, connectives, and reference becomes increasingly sophisticated and varied. Multilingual learners need ongoing explicit support with Argue across the grades.

Table 4-12: Argue Through the Years of Schooling

Early Elementary	Upper Elementary	Middle and High School
<p>Young learners use language for arguing to</p> <ul style="list-style-type: none"> Express emotions, likes, and dislikes on familiar topics such as food and games Formulate and share opinions through short multimodal texts about familiar issues 	<p>In upper elementary school students expand their use of language to</p> <ul style="list-style-type: none"> Substantiate claims with evidence and reasoning on topics outside their realm of personal experience Elaborate on ideas from research, data derived from experiments, or citations from literary texts Engage with other voices, possibilities, and perspectives 	<p>Middle and high schoolers use language in increasingly strategic ways to</p> <ul style="list-style-type: none"> Express attitudes, adjust the strength of feelings and opinions, refer to other perspectives, and engage the audience Sustain claims and reasoning by weighing evidence, evaluating data sources, and connecting evidence to claims Contextualize and evaluate primary and secondary sources Conduct and present research Analyze sophisticated literary texts

Argue Across Content Areas

The Key Language Use Argue is relevant to every content area. Students are expected to engage in evaluation and persuasion in each discipline. Some distinctive features of Argue across the disciplines are highlighted in Table 4-13.

Table 4-13: Argue Across Content Areas

Language Arts	Mathematics	Science	Social Studies
<p>In language arts, students process and produce arguments to</p> <ul style="list-style-type: none"> • Determine the validity of a claim, position, belief, or conclusion • Offer reasons and evidence from multiple sources to support an opinion or claim • Convince someone to believe or do something • Respond to, interpret, and evaluate literary and informational works 	<p>In math, students process and produce arguments to</p> <ul style="list-style-type: none"> • Examine and evaluate the validity of conjectures (explanations) • Distinguish correct from flawed reasoning • Examine connections to mathematical principles or previously accepted ideas 	<p>In science, students process and produce arguments to</p> <ul style="list-style-type: none"> • Test out claims about the world • Evaluate the limitations of a claim • Design solutions • Engage in a process of reasoning that is grounded in evidence • Reach agreements 	<p>In social studies, students process and produce arguments to</p> <ul style="list-style-type: none"> • Interpret and analyze the nature of historical understandings • Evaluate and communicate understandings through political, historical, geographic, and economic lenses • Discuss and evaluate sources that are grounded in evidence

How Argue Interacts with Other Key Language Uses

Argue incorporates elements of other Key Language Uses as it seeks to show an audience the validity of a position. For example, an anecdote Narrate may introduce the background of an argument, definitions and facts Inform may frame the evidence to defend a claim, and an explanation Explain may be the basis for evidence.

In science, in particular, there is an overlap between the Key Language Uses of Argue and Explain. Explanations account for how or why things work (e.g., how energy flows through an ecosystem), and arguments seek to use data as evidence for their claims.

Collaborative Planning for Content and Language Integration: A Jump-Off Point for Curricular Conversations

An Overview of Collaborative Planning

The WIDA ELD Standards Framework, working in tandem with academic content standards, defines the language multilingual learners need as they engage in learning and prepare for college, career, and civic life. The framework upholds the goal of increasing equity for multilingual learners by promoting a culturally and linguistically sustaining approach to education and by providing common and visible language expectations in relation to grade-level academic content. Attending to how students use language in learning acknowledges that all learners are language learners, and all teachers are language teachers. For multilingual students, this attention to language use is especially critical.

One of the framework's functions is to serve as a guide for informing the design of curriculum, instruction, and assessment for multilingual learners. Along with WIDA's many resources (e.g., focus bulletins, professional learning), it helps educators navigate the options for engaging students in rigorous academic content learning while simultaneously promoting their language development.

To support this important work, we offer a springboard for discussion around collaborative planning for curricular integration of content and language. This example showcases initial steps educators can take to promote language development in content units of learning. It illustrates how educators can use components of the WIDA ELD Standards Framework to help multilingual learners expand the ways they use language to make meaning in the classroom and beyond.

Collaboration is one of the four Big Ideas of the WIDA English Language Development Standards Framework, 2020 Edition.

These four Big Ideas anchor the standards and are interwoven throughout the document:

1. Equity for Multilingual Learners
2. Teach Language and Content Together
3. Functional Approach to Language
4. Collaboration Among Stakeholders



Below are a few considerations about the WIDA ELD Standards Framework and the sample collaborative planning process:

- **The ELD Standards Framework is inclusive: multilingual learners can enter at many different points and follow unique, individual language learning pathways.** It illustrates how students do not need to attain a certain proficiency level before engaging in grade-level content learning. WIDA resources are intended to guide educators—and not only ESL teachers—in a continual process of designing instruction that builds on and expands students’ language strengths and competencies.
- **The ELD Standards Framework does not prescribe a specific curriculum, pedagogy, or teaching methodology.** The sample collaborative planning process offers one possible way (among many others) to use the framework to plan and deliver systematic, explicit, and sustained language development in an embedded manner as multilingual learners learn grade-level content in curricular units of study.
- **The ELD Standards Framework can be used in flexible ways to ensure that all multilingual learners are engaged in processes for making meaning across classrooms.** Educators can use scaffolding practices as needed through innovative and accessible approaches that validate multilingual learners’ home, school, and community experiences; leverage students’ multiple languages; and offer students opportunities to interact with peers and adults in meaningful, substantial ways. (For more information about scaffolding learning, see the WIDA resource library on the WIDA website.)
- **This sample collaborative planning process starts once educators have identified a well-designed, content-rich curricular unit of study.** In cases where educators do not have an existing unit to work with, additional planning work is needed to fully outline unit-level content and language goals. This sample process is not intended as a basic introduction to curricular design.
- **This sample collaborative planning process is intended to help educators define a unit’s language development goals alongside the unit’s academic content goals.** Educators can use the unit-level language goals to guide further planning at the lesson level. This sample process offers a starting point for curricular conversations and prompts possible next steps to flesh out how educators will guide multilingual learners towards meeting unit content and language goals.
- **Educators can use the sample collaborative planning process in different ways based on their role, instructional context, curriculum, and students.** For example, content area classroom teachers can use this process to plan upcoming units of study in collaboration with language specialists. Coaches, curriculum supervisors, and other administrators can use this process to support classroom teachers as they collaborate and use the components of the framework to inform language development planning across units of study or curriculum maps.

Administrative Support for Systemwide Collaboration

Multilingual learners are educated in a variety of settings, each with its own unique populations, communities, resources, and approaches. Regardless of the type of educational setting and programming, a coordinated effort among all district and school levels is necessary to provide multilingual learners with coherent learning experiences and an equitable, high-quality education. Several overlapping district and school teams are responsible for making decisions, planning, and implementing programming and instruction for multilingual learners. These plans are best realized when there is communication, coordination, buy-in, and shared responsibility among these teams.

Although collaboration is not possible in every situation, every educator (administrators, teachers, support personnel) is responsible for providing an effective and coherent program for multilingual learners. In addition to district and school levels, administrators can support collaboration at the classroom level by ensuring that content and language educators, as well as other specialists and support personnel, have common planning time, regular opportunities to interact in professional learning communities, and dedicated professional time for shared planning of curriculum, instruction, and assessment for multilingual learners.

In these collaborative sessions, each educator brings expertise and knowledge from their own field, as well as firsthand knowledge of student performance in their classroom. This joint expertise and ongoing sharing of data can be a significant factor in the education of multilingual learners, and a critical part of the infrastructure that supports intentional, resourceful, and responsive design for the achievement and success of multilingual learners.

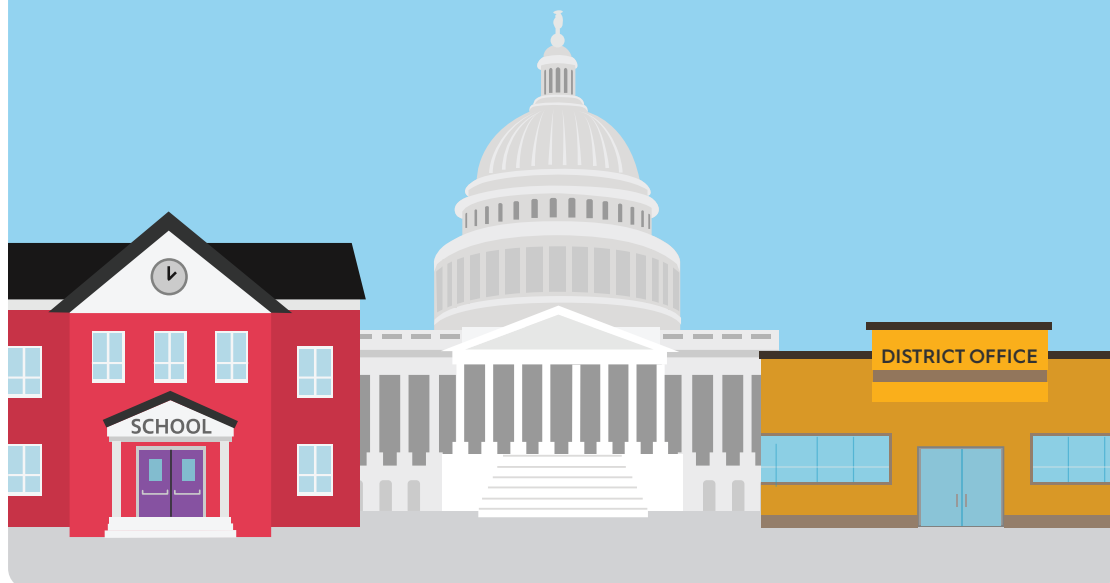
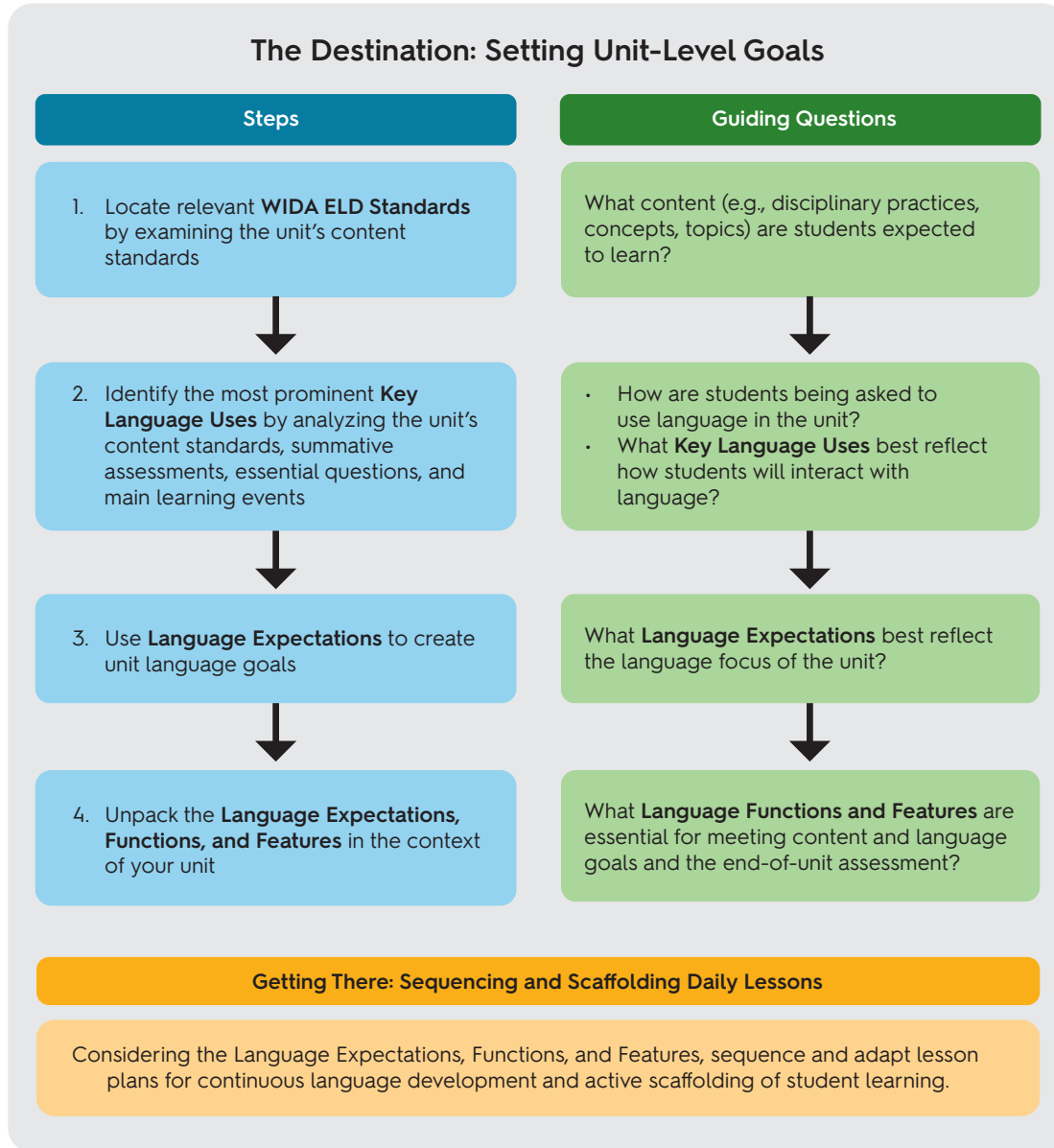


Figure 4-2: Sample Collaborative Planning Process



Sample Collaborative Planning Process: Ms. Khoury and Mr. Renner

The scenario in this section provides multiple snapshots of how to leverage the components and resources of the WIDA ELD Standards Framework. It follows Ms. Khoury, a 7th grade science teacher, as she collaborates with Mr. Renner, an ESL teacher, to incorporate systematic, explicit, and sustained language development into a science unit she will teach this year.



The unit they have chosen, *Where does food come from and where does it go next?*, is part of the OpenSciEd² curriculum and has been identified as an emerging example of high quality curricular units designed to meet state science standards. The unit was developed to include educators' perspectives, tested by teachers and schools, and improved over time based on feedback from teachers and field testing. It was also intentionally designed with attention to equity and making sure practices and instructional strategies support sense-making for all learners.

Where does food come from and where does it go next? focuses on matter cycling and photosynthesis. In this unit, students develop and use a model to explain the cycling of matter and flow of energy in a system of living and nonliving components. To develop this scientific model and explanation, students ask and answer questions about phenomena, develop and implement investigations to test out their ideas, and use the results of their investigations to explain phenomena.

To prepare for this task, Ms. Khoury gathered her unit materials, the state science standards, and the WIDA ELD Standards Framework, 2020 Edition. She also reached out to Mr. Renner, the ESL teacher, and scheduled some time for collaborative planning using the sample collaborative planning process. (For more about collaborative planning, see the WIDA website.)

The Destination: Setting Unit-Level Goals

Step 1: Locate relevant WIDA ELD Standards by examining the unit's content standards

First, Ms. Khoury identified content standards her students are expected to learn in the unit and located relevant WIDA ELD Standard statements in grade-level cluster materials (See Table 4-14.).

What content (e.g., disciplinary practices, concepts, topics) are students expected to learn?



² See openscienced.org

Table 4-14: The Unit's Academic Content and WIDA ELD Standards

Academic Content Standards	WIDA ELD Standards Statements
<p>MS-PS1-3: Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.</p> <p>MS-LS1-6: Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.</p> <p>MS-LS2-3: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</p> <p>Focal Disciplinary Core Ideas (DCIs): LS1.C; LS2.B; PS1.A; PS1.B; PS3.D</p> <p>Focal Science and Engineering Practices (SEPs): Developing and Using Models; Constructing Explanations and Design Solutions; Engaging in Argument from Evidence; Obtaining, Evaluating, and Communicating Information</p> <p>Focal Crosscutting Concepts (CCCs): Systems and System Models; Energy and Matter</p>	<p>ELD-SI: English language learners will communicate for social and instructional purposes within the school setting.</p> <p>ELD-SC: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.</p>

Step 2: Identify the most prominent Key Language Uses

Next, Ms. Khoury and Mr. Renner analyzed the unit's most important elements such as content standards, essential questions, summative assessments, and main learning events. Their analysis is shown in Table 4-15

They highlighted and outlined the important ways students are expected to use language to engage with the content and demonstrate learning.

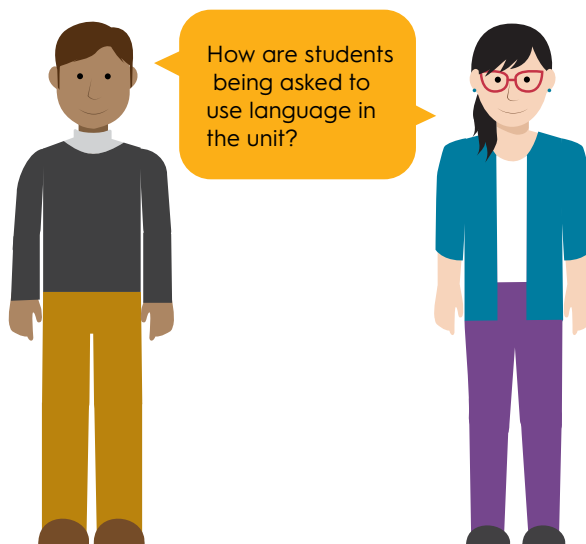


Table 4-15: Sample Content Unit Architecture

Content Standards	Essential Questions
<ul style="list-style-type: none"> MS-PS1-3: Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. MS-LS1-6: Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. MS-LS2-3: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem 	<ul style="list-style-type: none"> Where does food come from and where does it go next? How and why do plants have molecules that animals use to make food and energy? How do these molecules move between living and non-living parts of the ecosystem?
	Summary of Major Learning Activities
	<p>To figure out how plants make food molecules and where plants get the matter and energy to do that, students conduct investigations that help them</p> <ul style="list-style-type: none"> Develop a model to track the inputs and outputs of plants Carry out experiments to figure out how leaves and seeds interact with the gases in the air around them in the light and the dark Develop and evaluate arguments from their evidence to figure out where plants are getting the energy and matter they need to live Construct an explanation for the central role of photosynthesis in all food production, including synthetic foods Obtain and communicate information to explain how matter gets from living things that have died back into the system through processes done by decomposers Develop and use a model to explain that the major atoms that make up food (carbon, hydrogen, and oxygen) are continually recycled between living and nonliving parts of a system.
End of Unit Assessment	
<ol style="list-style-type: none"> Use a model to explain how the snout worms make it possible for the system to access all this new matter and energy from the whale fall. Include inputs and outputs of each component of the system in your model. In the zoom-in, show what changes or processes you would expect to see happening in the water or snout worms that you couldn't see with just your eyes. Complete a table with data and use it to explain what will happen to the system in time. Add words and arrows to the partial food web (representation) below to explain why the whale needs to live in the part of the ocean system near the surface. 	

As the teachers looked through the unit and began to identify language needed to meaningfully engage in the main tasks and assessments, they noticed that some of the more important and recurring tasks included maintaining progress trackers, reading informational texts, developing Driving Question Boards, and having discussions for building understanding (see Table 4-16).

Ms. Khoury and Mr. Renner then looked closely at how students would be using language to engage in these activities and learn.

Table 4-16: Progress Trackers, Reading Informational Text, Driving Question Boards, and Building Understanding

Progress Tracker Activity (Sample from OpenSciEd Lesson 4)																																																																			
<p>Task: On chart paper, draw out the format, headings, and lesson question for the progress tracker shown below for students to reference. Have students draw a three-box progress tracker directly in their science notebooks. Ask them to list the sources of evidence from this lesson and use their own words and pictures to describe what they figured out. This can be done individually or with a partner. Below is one possible representation of a student progress tracker.</p> <p>Example:</p> <table border="1"> <thead> <tr> <th>Question</th><th>Source of Evidence</th></tr> </thead> <tbody> <tr> <td>Are any parts that make up food molecules going into the plant above the surface?</td><td> <ul style="list-style-type: none"> CO₂ and water data from the investigation we did as a class Another class's data on CO₂, water, oxygen, and light levels </td></tr> <tr> <td colspan="2"> What we figured out in words/pictures <ul style="list-style-type: none"> Carbon dioxide goes into plant leaves. Plants could be using it to make food molecules because it has C and O. Water comes out of plant leaves. Plants don't take in water through their leaves. Oxygen also comes out of plant leaves. Plants must be making oxygen somehow. </td></tr> </tbody> </table>		Question	Source of Evidence	Are any parts that make up food molecules going into the plant above the surface?	<ul style="list-style-type: none"> CO₂ and water data from the investigation we did as a class Another class's data on CO₂, water, oxygen, and light levels 	What we figured out in words/pictures <ul style="list-style-type: none"> Carbon dioxide goes into plant leaves. Plants could be using it to make food molecules because it has C and O. Water comes out of plant leaves. Plants don't take in water through their leaves. Oxygen also comes out of plant leaves. Plants must be making oxygen somehow. 																																																													
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Reading Informational Text (Sample from OpenSciEd Lesson 7)																																																																			
<p>Task: Ask students to individually read <i>How do scientists measure energy in food?</i> and answer Making Sense questions. Say, <i>I came across this article that explains how food scientists make food labels. Let's take a few minutes to use what we see and read about food labels to help us clarify our claims</i> about matter and energy for our input and outputs of plants in the process of photosynthesis. To help students gather information from the text and images, have them use the <i>Obtaining Information from Scientific Text Checklist</i>.</p> <p>Examples:</p> <div> <div> <p>Reading: How do scientists measure energy in food?</p> <p>You've probably heard before that the food we eat provides energy for our bodies, but what exactly does that mean? Remember from the Inside our Bodies unit that when we eat food, it gets broken down in our bodies, and the chemical reactions that happen inside our cells provide energy that our body can use. But how much energy is in the food we eat that can be used by our bodies?</p> <p>Remember back in Lesson 1, we looked at food labels to see what our breakfast foods were made of?</p> <p>Food labels also provide information about how much energy a serving of that food can provide our bodies. Look at the food labels below.</p> <div> <div> <p>Maple Syrup</p> <p>Nutrition Facts</p> <p>Serving Size 4 tbsp (60mL) Servings 32</p> <table border="1"> <thead> <tr> <th>Amount Per Serving</th><th>% Daily Value</th></tr> </thead> <tbody> <tr> <td>Calories 120</td><td></td></tr> <tr> <td>Total Fat 0g</td><td>0%</td></tr> <tr> <td>Sodium 7mg</td><td>0%</td></tr> <tr> <td>Total Carbohydrate 53g</td><td>10%</td></tr> <tr> <td>Sugars 53g</td><td></td></tr> <tr> <td>Protein 0g</td><td>0%</td></tr> </tbody> </table> <p>INGREDIENTS: 100% Pure Maple Syrup. Maple Syrup is a natural sweetener made by boiling the sap of a maple tree, nothing is added and only water is boiled off.</p> </div> <div> <p>Maple Drink</p> <p>Nutrition Facts</p> <p>Serving Size 1 Bottle</p> <table border="1"> <thead> <tr> <th>Amount Per Serving</th><th>% Daily Value</th></tr> </thead> <tbody> <tr> <td>Calories 30</td><td></td></tr> <tr> <td>Total Fat 0g</td><td>0%</td></tr> <tr> <td>Sodium 0g</td><td>0%</td></tr> <tr> <td>Potassium 30mg</td><td>1%</td></tr> <tr> <td>Total Carbohydrate 10g</td><td>2%</td></tr> <tr> <td>Protein 0g</td><td></td></tr> <tr> <td>Calcium 4%</td><td>Iron 0%</td></tr> <tr> <td>Manganese 50%</td><td></td></tr> </tbody> </table> <p>INGREDIENT: Organic maple water</p> </div> <div> <p>Natto</p> <p>Nutrition Facts</p> <p>Serving Size 1 oz (28g) Servings Per Container 1.0</p> <table border="1"> <thead> <tr> <th>Amount Per Serving</th><th>% Daily Value</th></tr> </thead> <tbody> <tr> <td>Calories 65</td><td></td></tr> <tr> <td>Total Fat 3g</td><td>6%</td></tr> <tr> <td>Saturated Fat 1g</td><td>1%</td></tr> <tr> <td>Trans Fat 0g</td><td></td></tr> <tr> <td>Cholesterol 0mg</td><td>0%</td></tr> <tr> <td>Sodium 2mg</td><td>0%</td></tr> <tr> <td>Total Carbohydrate 4g</td><td>1%</td></tr> <tr> <td>Dietary Fiber 2g</td><td>4%</td></tr> <tr> <td>Sugars 1g</td><td></td></tr> <tr> <td>No Added Sugars</td><td></td></tr> <tr> <td>Protein 6g</td><td></td></tr> </tbody> </table> </div> </div> </div> <div> <p>Obtaining Information from Scientific Text Checklist</p> <table border="1"> <thead> <tr> <th colspan="2">Obtaining Information</th></tr> </thead> <tbody> <tr> <td>• Read for the gist—skim the title, headings, images.</td><td>What is the central idea or claim?</td></tr> <tr> <td>• Mark up the text.</td><td>Select methods for marking the text. 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Driving Question Board (DQB)

DQB steps:

- The first student comes to the DQB with their sticky note, faces the class, and remains standing. The student **reads their question** from their note and then posts it on the DQB near the section of the consensus model or the related phenomena.
- The students who are listening should **raise their hands if they have a question that relates to the question that was just read aloud**. The first student selects the next student whose hand is raised.
- The second student **reads their question and identifies what other question on the board it relates to, and why or how**. Then the second student places their question near the question it most relates to and selects the next student.

This process continues until everyone has had a chance to post a question.

Update our Driving Question Board with new questions



How can plants have food molecules in them when all the inputs or structures needed to make food molecules aren't present?
Why do plants need food molecules?

- Write one or two questions on sticky notes with large, bold writing so everyone can see. Write only one question per sticky note.
- Share your questions with one partner at your table.

Building Understanding Discussions

A Building Understandings discussion is useful following an investigation because the purpose is to focus students on drawing conclusions based on evidence. Your role during the discussion is to invite students to share conclusions and claims and to push them to **support their conclusions and claims** with evidence. Students can disagree with each other, and the class does not need to reach consensus on all ideas shared, however areas of disagreement can motivate future investigations. Helpful prompts during these kinds of discussions include:

- What can we conclude? How did you arrive at that conclusion?
- What's your evidence?
- Does anyone have evidence to support Student A's claim? What data do we have that challenges Student B's claim?

Next, Ms. Khoury and Mr. Renner used this information to identify the most prominent Key Language Use of the unit. This helped them organize a focus for language development.

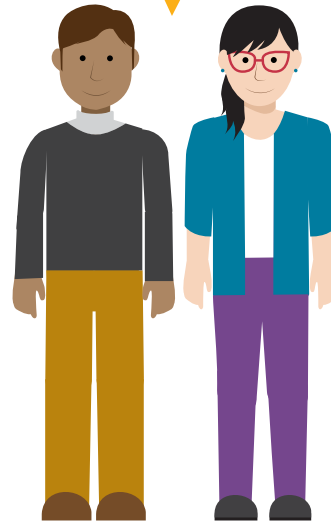
What Key Language Uses best reflect how students will interact with language?



They noticed how content standards and main learning events prioritized the Key Language Use of **Explain**. They also noticed how Social and Instructional language was woven throughout the types of multimodal interactions and discussions students would experience in the unit. Prominent language demands they noticed in the unit included:

- Asking and answering questions to gather and make sense of information
- Drawing conclusions from investigations
- Communicating results from investigations; listening to others' findings and building on them to clarify claims and gather evidence
- Summarizing and using evidence from multimodal texts (readings, videos, discussions) to explain how and why things work
- Using models to explain how and why things work

Which KLUs(s) to select?
Remember, all KLUs are present across grades and disciplines, and can overlap and build on each other.



As the teachers mapped out the language students would need to learn and to demonstrate learning, they also noted that students would be developing and sharing claims supported by evidence throughout the unit. They debated about whether to include Argue as a prominent Key Language Use for the unit. Upon closer inspection, they noticed that students would be developing claims supported by evidence to explain why and how phenomena worked. They also considered how the academic content standards and the unit's summative assessment focused on explaining how things work and why they happen. As a result, they decided that Explain was a better fit for this unit's language development focus.

Step 3: Use Language Expectations to create unit language goals

Once Ms. Khoury and Mr. Renner chose Explain as the Key Language Use of the unit, they looked at related Language Expectations, as shown in Table 4-17.



What Language Expectations best reflect the language focus of the unit?



Table 4-17: Language Expectations with Embedded Language Functions

ELD Standard	Language Expectations related to Explain
ELD-SI: Language for Social and Instructional Purposes	<p>ELD-SI.4-12.Explain: Multilingual learners interpret and express explanations for social and instructional purposes that</p> <ul style="list-style-type: none"> • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or why it works in particular ways
ELD-SC: The Language for Science	<p>ELD-SC.6-8.Explain.Interpretive: Multilingual learners interpret scientific explanations by</p> <ul style="list-style-type: none"> • Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon • Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs • Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions <p>ELD-SC.6-8.Explain.Expressive: Multilingual learners construct scientific explanations that</p> <ul style="list-style-type: none"> • Describe valid and reliable evidence from sources about a phenomenon • Establish neutral or objective stance in how results are communicated • Develop reasoning to show relationships among independent and dependent variables in models and simple systems • Summarize patterns in evidence, making trade-offs, revising, and retesting

Ms. Khoury and Mr. Renner could see that ELD-SI worked well in conjunction with ELD-SC. They noted how ELD-SI functions would be naturally interwoven in day-to-day lessons as students more fluidly interacted, engaged in inquiry and discussion, and took notes. Given its more interactive nature, ELD-SI reminded them that students communicate to learn but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

What about Language for Social and Instructional purposes?



Use Language Expectations as they are or adapt them into my own unit goals?



The teachers wondered whether they should adapt the ELD-SC Explain Language Expectations into more customized unit goals. Whereas they might do that for a different unit, in this case they decided that, as they were, ELD-SC Explain interpretive and expressive Language Expectations sufficiently prioritized the language they would need to systematically teach and assess throughout the unit.

Step 4: Unpack the Language Expectations, Functions, and Features in the context of your unit

Ms. Khoury and Mr. Renner then began to unpack the Language Expectations represented throughout the unit. They saw that each Language Expectation is built around a set of Language Functions (Table 4-18). They noticed that the Language Functions highlighted common patterns of language associated with scientific explanations like the one required in the end-of-unit assessment. The Language Functions helped them see how language works in the context of the unit, giving them ideas for how they could design their instructional plan to help students practice and use this language.

For example, the teachers saw that students would need to use the Language Function “**describe valid and reliable evidence**” to support their explanation about how whale falls work. In their explanation, students would also need to **establish a neutral stance** that is typical of scientific discourse and **develop reasoning to show relationships** among the inputs and outputs of their model of a whale fall system. Finally, students would also need to **summarize patterns in evidence** as they watched the whale fall video, completed the data table, and used this information as evidence in their explanation.

Next, the teachers wondered about what other kinds of language resources students might be able to use to carry out these Language Functions associated with a scientific explanation. They began to examine the Language Features. Language Features are *examples* of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. See Table 4-18 for example Language Features.

What other language resources should I consider? Language Features!

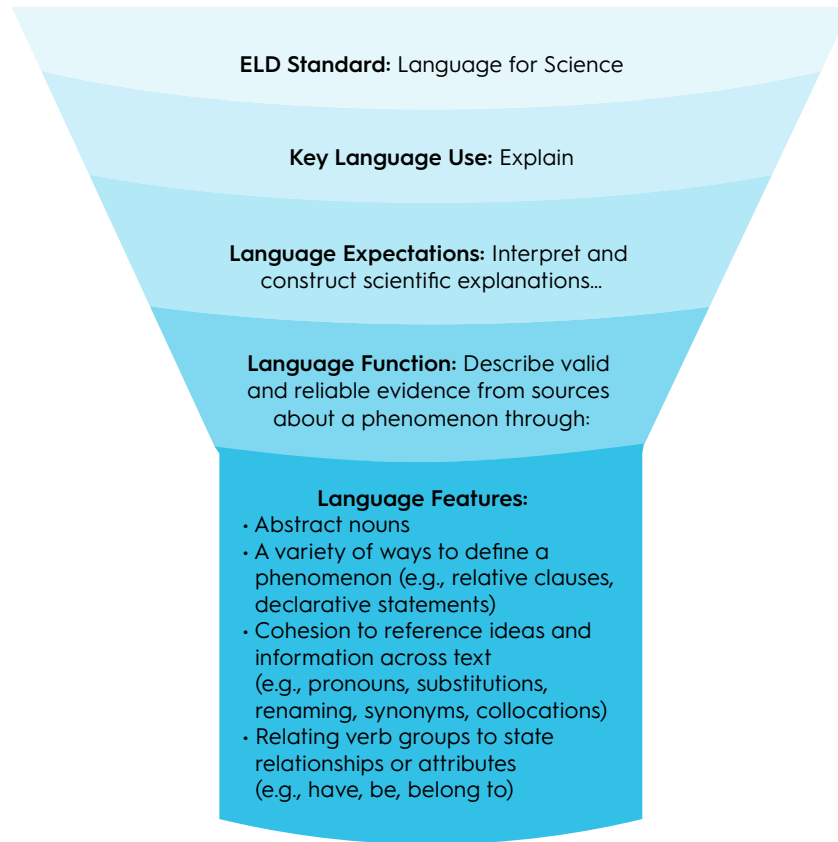


Table 4-18: Example Language Features that are Commonly Associated with a Language Function

Language Function	Commonly Associated Example Language Features
Describe valid and reliable evidence from sources about a phenomenon through	<ul style="list-style-type: none"> • Abstract nouns to introduce concepts, ideas, and technical terms (<i>effects, predator-prey relationships, magnetic forces</i>) • Cohesion to reference ideas and information across text (pronouns, substitutions, renaming, synonyms, collocations) • Relating verb groups to state relationships or attributes (<i>have, be, belong to</i>) • A variety of ways to define phenomena (relative clauses, declarative statements)

Figure 4-3 illustrates the process of how Ms. Khoury and Mr. Renner moved their focus from the WIDA ELD Standard Statement all the way to specific Language Features.

Figure 4-3: Honing a Language Focus through the WIDA ELD Standards Framework



As they worked together and discussed how students would be using language to meet content expectations, Ms. Khoury brought her expertise in the field of science, and Mr. Renner brought his in the field of language development. As they dove deeper into the planning, Mr. Renner helped Ms. Khoury learn more about Language Functions and Features, just as Ms. Khoury helped Mr. Renner learn more about the scientific concepts and practices that would be the focus of language use.

Together, the teachers wrote a mentor text to demonstrate to students how language might work in a systems explanation in the context of their unit. Later, the teachers would select one or two Language Functions and Features to work on with students based on their needs and the unit goals. The mentor text is shown on the next page in the center column. The teachers' annotations appear in the left and right hand columns, with colors indicating the connections between the annotations and the text itself. You can find a key to these annotations in the Grade-level Cluster Materials, in Section 3.

Functions & Features	Prompt: If nothing else is added to the system, will the worms be able to live after the whale fall is gone?	Functions & Features
<p>Describe valid and reliable evidence from sources about a phenomenon</p> <p>Abstract nouns to introduce concepts, ideas, and technical terms</p> <ul style="list-style-type: none"> • <u>the whale fall</u> • <u>the system</u> • <u>ecosystems</u> • <u>carbon dioxide</u> • <u>oxygen</u> • <u>the whale fall ecosystem</u> • <u>cellular respiration</u> <p>Cohesion to reference ideas and information across text</p> <ul style="list-style-type: none"> • plants...they (pronouns) • carbon dioxide... Co2 (synonyms) • oxygen...O2 (synonyms) • worms...they (pronouns) • oxygen...this (pronouns) <p>Relating verb groups to state relationships or attributes</p> <ul style="list-style-type: none"> • <u>is</u> • <u>are</u> 	<p>Worms will not be able to live on the seafloor after <u>the whale fall</u> is gone because the whale is an essential part of <u>the system</u> providing the worms with food and oxygen.</p> <p>This <u>is</u> how <u>ecosystems</u> typically work; <u>plants</u> have a cycle where <u>they</u> take in <u>carbon dioxide</u>, make sugars, and give off <u>oxygen</u>. Then, animals consume the oxygen, eat plants, and give off carbon dioxide.</p> <p><u>The whale fall ecosystem</u> <u>is</u> unusual because there <u>are</u> no plants. It is thousands of feet below the ocean surface where there is no light; <u>however</u>, <u>plants need light to absorb energy from the sun to make food</u>. Since plants are what take in <u>CO2</u> and give off <u>O2</u> in ecosystems, without <u>plants</u> the whale fall is high in <u>carbon dioxide</u> and low in <u>oxygen</u>. Additionally, other animals <u>who are also eating the whale carcass</u>, such as octopi and eels, breathe in the little O2 there is and breathe out more carbon dioxide. The table shows that after the whale bones are gone, the level of carbon dioxide on the sea floor will get higher and higher and the level of oxygen will get lower and lower.</p> <p>Here is how worms make use of the whale fall. <u>Worms</u> do <u>cellular respiration</u> by combining oxygen with food. <u>They</u> get the food from the bones and they get their oxygen from the water. As <u>they</u> consume the bones, their food starts to run out. <u>Since there are no plants on the seafloor to give off more oxygen</u> <u>this</u> starts running out too. Without this food and oxygen, the worms will not be able to live on the seafloor.</p>	<p>Develop reasoning to show relationships</p> <p>Connectors to link clauses and combine ideas into logical relationships</p> <ul style="list-style-type: none"> • then • because • however • additionally <p>Variety of clauses to express causality</p> <ul style="list-style-type: none"> • <u>however, plants need light</u> • <u>to absorb energy ... food</u> • <u>who are also eating the whale carcass</u> • <u>Since there are no plants on the ... more oxygen</u>

At this point in the process, the teachers had gained a solid understanding about what language they wanted to prioritize in unit design. They felt confident that their unit goals identified language students should strive toward using to meet content expectations. They also knew that once this overall language destination was set in the service of content, they would spend more time fleshing out specific aspects of language they would be targeting in daily lessons, considering students' backgrounds, experiences, and English language proficiency levels.

Getting There: Sequencing and Scaffolding Daily Lessons

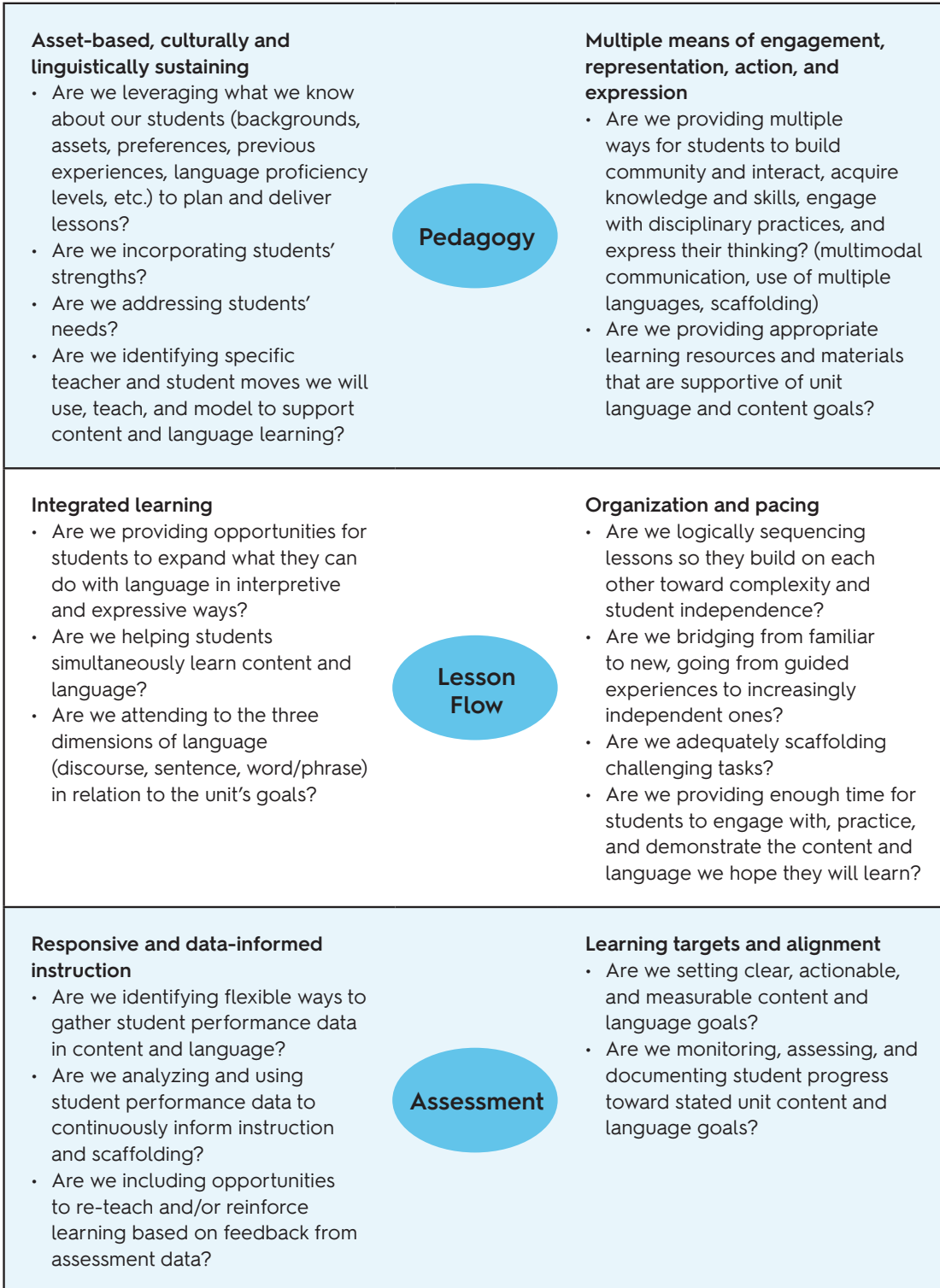
For the next part of the process, Ms. Khoury and Mr. Renner examined and adapted daily lesson plans to ensure multilingual learners could meaningfully engage with grade-level content.

Once the teachers understood how Language Expectations, Functions, and Features represented the language students would need to meet content objectives in the context of this unit, they turned to their Can Do Student Portraits. (A WIDA Can Do Student Portrait is a written or electronic document that focuses on a student's strengths with specific information about the learner's educational background, languages, family, and interests—in addition to what the student can do in English; see the WIDA website for more about these.)

Looking at the student data they had previously gathered, they considered students' emerging strengths and needs, patterns of language and content learning, personal preferences, and interests. They used this information to select instructional approaches that were responsive to student needs and preferences, planning to scaffold instruction as needed. They worked to embed explicit instruction for developing language daily in the context of content learning.

Ms. Khoury and Mr. Renner also planned specific opportunities to look at student work together and make sense of student progress. These collaborative meetings would help them figure out next steps for addressing student strengths and needs. The meetings would also include planning for ways to continue to scaffold the expansion of what students can do with language over time. Figure 4-4 highlights some questions Ms. Khoury and Mr. Renner asked as they planned their daily lessons.

Figure 4-4: Lesson Planning Considerations

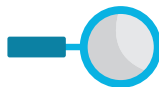


In addition, Ms. Khoury and Mr. Renner developed a common list of classroom supports they could use as needed to help students make meaning and learn language throughout the lesson.

- **Connect** familiar experiences and knowledge to new ones
- **Use home discussion questions** to involve families in discussions of the concepts covered in school
- **Allow multiple options** for students to share their thinking and create their own representations of ideas, including by using other languages, drawing, or using manipulatives
- **List visually-supported key words, cross-disciplinary or technical language**, and their meanings
- **Present sketches, charts, and other visual supports** for students to point to or refer to as needed
- **Prompt students to generate lists** of terms and ideas in English and other relevant languages
- **Continuously revise conceptual webs**, including sketches, graphic supports, and labels in relevant languages
- **Create visual displays/portrayals** of student learning
- **Model language** to communicate ideas more precisely
- **Use chart of language cues** to point to various ways to respond to an idea (elaborate, support, challenge, revise, clarify)
- **Offer sentence frames** that model use of language features needed to accomplish task
- **Cue students to stretch language use** as they share their thinking
- **Provide sufficient wait time** to allow students to formulate ideas in English
- **Purposefully group students** for low-pressure language formulation and peer assistance

As they adapted their daily lesson plans, Ms. Khoury and Mr. Renner reflected on the fluidity of the process of curricular and instructional design. They saw themselves as explorers and learners who benefited from each other's expertise as well as from what they learned from their students. They were committed to continuously learning about best design practices, content and language development, as well as responsive and enriching pedagogies.

This collaborative process helped them understand what language students were really being asked to use in service of content learning. Developing clarity about content and language goals better positioned the teachers to make choices to organize and prioritize instruction, and to expand what students can do with language in different contexts. Making content and language expectations explicit and visible also better positioned the teachers to be more responsive to multilingual learners' strengths and needs, and to strategically guide them toward deepening knowledge, enhancing critical lenses, and increasing independence and agency.



To read more about collaboration, see the WIDA website.

Glossary

causal language: words, phrases, and clauses that express causes and effects. Typical spoken language **connectors** are *because* and *so*. Additional connectors used mainly in writing include *therefore*, *consequently*, *as a result*, nouns such as *the result*, *the effects*, and entire clauses (e.g., *Unable to grow or repair themselves, the corals eventually die*), verbs *lead to*, *are caused by*, *resulting in*, and prepositions such as *as*, *for*, *through*.

clause: a unit of meaning that expresses a message, usually containing a **verb** (e.g., *walk*) and a subject **noun** or noun phrase (e.g., *They walked*). Examples of clauses include the following:

- **conditional clause:** a clause that creates conditional meanings, meanings that pose a hypothesis or impose conditions. A conditional clause usually connects to the beginning or end of the **independent clause** with the **conjunctions** *if* or *unless* (e.g., *The seeds will sprout in a week unless someone forgets to water them.* or *Unless someone forgets to water the seeds, they will sprout in a week.*)
- **dependent clause** (also known as subordinate clause): a clause that depends on an independent clause for its meaning and cannot stand alone (e.g., *as the newly hatched caterpillars grow* or *who eat their prey*). One type of dependent clause is a **relative clause**.
- **independent clause** (also known as main clause): a clause that can stand alone to communicate a complete idea and forms a complete sentence (e.g., *Please take turns.* or *Sharks have rows of teeth.*). An independent clause usually has a subject (a noun) and a predicate (a verb), unlike a **dependent clause**.
- **relative clause:** a dependent clause that starts with *that*, *who*, or *which* and adds details to its noun. The relative clause (underlined) in the following example adds specificity to the word “magnets”: *Magnets that are strong enough can lead to personal injury.* Also see **expanded noun group**.

cognates: words that have similar spelling, pronunciation, and meaning across languages. For example, *el paquete* in Spanish and *packet* in English for “packet,” *pomidori* [помідори] in Ukrainian and *pomodoro* in Italian for “tomato.” False cognates are words that sound similar but have different meanings. For example, *embarazada* (“pregnant” in Spanish) is not a cognate to *embarrassed* in English.

coherence: how text holds together at the **discourse dimension of language** through its logical links in meanings. Coherent text makes sense; readers can understand its meaning and intent in the context in which it is presented.

cohesion: how parts of text interconnect and flow with help from **cohesive devices**.

cohesive devices: words, phrases, clauses, and organizational patterns that tie ideas together so they become unified in the whole text. **Given/new** is an organizational pattern; linguistic resources include **lexical cohesion**, **substitution or omission** (also known as ellipsis), and **reference devices** (e.g., personal pronouns, demonstrative pronouns, qualifiers).

collocation: a group of words that habitually go together such as *plus and minus*, *multiply and divide*, *push and pull*, *up and down*, *ebb and flow*, *peanut butter and jelly*. On the other hand, hearing these collocations worded in different order would sound a bit unusual: *minus and plus*, *flow and ebb*.

communication modes: **interpretive mode (listening, reading, and viewing)** and **expressive mode (speaking, writing, and representing)** are the two types of communication modes incorporated into the WIDA English Language Development Standards Framework's Language Expectations and Proficiency Level Descriptors.

conjunctions: words that combine clauses or sentences. Examples of conjunctions include the following:

- **coordinating conjunctions:** a conjunction placed between words, phrases, clauses, or sentences of equal rank such as *and, nor, yet, so, but*, and others.
- **subordinating conjunctions:** a conjunction that introduces a subordinate clause and creates concessive, contrastive, and causal relationships (e.g., *while, although, however, because*). See **connectors**.

connectors: text connectives, coordinating and subordinating **conjunctions**, and linking phrases used to connect ideas in sentences and signal different relationships (causal, additive, chronological). Connectors create cohesion and logical development across a text. Examples of connectors:

- **addition:** *and, and then, furthermore, in addition, apart from that, furthermore, besides, along with, again, along with*
- **cause/consequence:** *because, so, despite, nevertheless, even though, so, therefore, consequently, due to, because of this, as a result*
- **comparison/contrast:** *but, for example, instead, in other words, however, in fact, in that case, while, although, on the other hand, despite*
- **concession:** *while, although*
- **condition:** *if, unless*
- **purpose:** *in order to, so*
- **sequence:** *first, second, finally, in the first place, to start with, at this point, to get back to the point, in short, all in all, to conclude*
- **time:** *when, then, next, afterward, after a while, at the same time, at this moment, meanwhile, previously, before that, finally*

connotation and denotation: While the **denotation** of a word refers to its primary, dictionary meaning, **connotation** refers to a range of secondary, inferred, or associated significances and feelings a word may imply. Most words have denotative and connotative meanings that speakers and writers interpret within their contexts of identity, history, culture, and situation. For example, the dictionary defines "cheap" as inexpensive. Yet, *cheap* may invoke connotative meanings of frugality and good value, whereas in another situation, the word may convey stinginess and poor quality.

cross-disciplinary language: common academic language used across content areas, e.g., *analyze, evaluate, critique, identify, evidence, analysis, summary, explanations*.

culture: practices and beliefs members of a group share. Cultural practices are dynamic—changing based on context.

declarative sentence: a sentence with subject-verb order, typically used to make statements that are not commands or questions. For example, declarative sentences evaluate and interpret events (e.g., *The review describes how the author used the graphic novel format.*)

denotation of a word refers to its primary, dictionary meaning. See **connotation and denotation**.

density: see **lexical density** under **text complexity**

dimensions of language: a linguistic system can be described along three dimensions: **discourse**, **sentence**, and **word/phrase**.

- **discourse:** discourse is the broadest dimension of language. Discourse imparts meaning across an entire text (oral, written, visual), supported by the sentence and word/phrase dimensions. To consider how a language user constructs a meaningful message, begin by looking at the discourse dimension and the overarching message to see how language is organized to communicate particular ideas, how language holds ideas together in a text (its cohesion), and how loosely or tightly language is packed (its density). In the discourse dimension, the text's purpose, such as explaining how or why something happens, shapes its organizational pattern. For example, typical discourse of mathematical explanations may include a statement of solution to a problem, an explanation sequence, and an evaluation or justification of one's reasoning.
- **sentence:** a sentence is a word or group of words that states, asks, commands, or explains an idea. As a dimension of language, sentences contribute to the grammatical complexity of a text. Language users make choices in how they express ideas and their interrelationships through clauses in various sentence types. These also help shape how a text is sequences and connected. A sentence can be simple, compound, or complex. See **sentence types**.
- **word/phrase:** as a dimension of language, words and phrases add precision to communication. For example, language users strategically select **everyday**, **cross-disciplinary**, or **technical** language; employ multiple meanings and nuances of words and phrases; or play with their shades of meaning.

disciplinary learning: learning in the disciplines, such as math or science, that includes learning how to think, communicate, read, and write according to each discipline's traditions.

discipline-specific language: language used in distinctive ways within each discipline or field. For example, words like *substitute*, *show*, and *intersect* have particular meanings for mathematics. *Defense*, *extend*, and *goal* have meanings specific to physical education. Each discipline or field contextualizes the meaning of words such as *table*: *table* of data in math versus *table* as a piece of furniture. See also **everyday language** and **technical language**.

everyday language: language for representing ideas in nontechnical ways (e.g., *puppies* instead of *canines*, *plussing* instead of *addition*, *reasons why* instead of *evidence*, *hills* instead of *effigy mounds*). See **discipline-specific language** and **technical language**.

evaluative language: language for expressing different attitudes, feelings, beliefs, or judgments toward people and phenomena. Writers and speakers can use evaluative language to make moral judgments of people's behavior, assess the quality of objects, or build empathy and suspense. Evaluative language includes **nouns** (e.g., *disdain*, *emptiness*, *fear*, *admiration*), **verbs** (e.g., *frighten*, *laugh*, *reassure*, *dislike*, *contradict*), and adjectives (e.g., *significant*, *trusting*, *irrelevant*, *worthless*, *shallow*, *mean*).

expressive mode: The expressive mode includes **speaking**, **writing**, and **representing**. One of two types of **communication modes**.

genres: multimodal texts (e.g., *oral, written, visual, computer-mediated*) that recur for specific purposes, with specific discourse organization patterns and language features.

genre families: groups of genres with similar characteristics, purposes, and common organizational structures (e.g., *the biography, autobiography, and short story genres belong to the “narrate” genre family*). Each Key Language Use represents a specific genre family.

given/new: an organizational pattern that builds and sequences information from sentence to sentence. The writer places the given (or known) information at the beginning of the sentence and the new (or unknown) information at the end. In the sentence that follows, the new information is presented as given so more information can be added, often through **nominalization** (see **text complexity**). For example:

The most important thing that bees do [given] *is pollinate* [new]. *Pollination* [given] *is the transfer of pollen from a stamen to a pistil* [new].

The first sentence presents “*The most important thing that bees do*” as given information and “*pollinate*” as new information. The second sentence starts with the nominalization “*pollination*” as a given. The given/new pattern allows the second sentence to capture and build on the concept “pollinate” as given so more information can be added: *the transfer of pollen from a stamen to a pistil*.

grammatical complexity: when multiple clauses are embedded in text to add details, illustrate, elaborate, and/or create different logical relationships (e.g., **conditional, causal, consequential**). See **sentence types** and **connectors**. Typically, literary writing is more grammatically complex, while science writing is less grammatically complex but lexically dense. Spoken language is more grammatically intricate and complex than written language.

imperative: a sentence with no subject, typically used for commands. (e.g., *Put the wire on the other side of the LED light*.)

interpretive mode: The interpretive mode includes **reading, listening, and viewing**. One of two types of **communication modes**.

interrogative: a sentence that asks a question (e.g., *Why do we need to create a graph with data?*). See **clause**.

Key Language Uses: high-leverage genre families across academic content standards.

- **Narrate:** language to convey real or imaginary experiences through stories and histories. Narratives serve many purposes, including to instruct, entertain, teach, or support persuasion.
- **Inform:** language to provide factual information. As students convey information, they define, describe, compare, contrast, organize, categorize, or classify concepts, ideas, or phenomena.
- **Explain:** language to account for how things work or why things happen. As students explain, they substantiate the inner workings of phenomena.
- **Argue:** language to develop claims and counterclaims, and to provide evidence to substantiate them. Argue is also used to evaluate issues, advance or defend ideas or solutions, change the audience’s point of view, or bring about action.

language: a dynamic system of choices used to communicate within a sociocultural context. Speakers and writers make language choices to accomplish many purposes (e.g., to represent experiences, to enact roles and relationships, and act upon the world).

language development: an interactive social process that occurs over time to expand what students can do with language.

Language Expectations: goals for content-driven language instruction.

Language Features: examples of language resources that carry out specific Language Functions. (e.g., different types of sentences, clauses, phrases, and words).

Language Functions: common patterns of language use associated with the Language Expectations. For example, a series of Language Functions is associated with the process of constructing narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation.

lexicon: words/phrases or vocabulary of a language.

lexical cohesion: refers to the use of word association to tie together meanings in a text, such as through

- **repetition:** e.g., *Dolphins have fins. Dolphins use fins to swim.*
- **synonyms:** phrases with similar meanings: *parallel lines = lines that never meet*
- **antonyms:** phrases with contrastive meanings: *hot air goes up, cold air comes down*
- **hyponyms:** words that identify a general class and a subclass: *nations: Algeria, China, Haiti*
- **classifications that are more general or specific:** *mammals: monotremes, marsupials, and placentals*
- **compositions that identify a whole and its parts:** *earth: mantle, outer core, inner core*

lexical density: the amount of information in a clause's noun group. Density increases with the number of nouns, verbs, adjectives, and adverbs. In *The phenomenon in which current is induced due to relative motion between a coil and a magnet is called electromagnetic induction.*, the noun group has seven content words that make it expanded and lexically dense. See **nouns: expanded noun phrase**.

linguistic and cultural sustainability: the preservation of languages, literacies, and other cultural practices and identities of multilingual learners and communities.

linguistic repertoire: languages, language varieties, and registers that combine into a set of dynamic resources from which language users can draw when they communicate. A linguistic repertoire is not fixed from birth. Rather, people develop their language resources as they go through life by engaging in a variety of contexts in local and global communities. See **translanguaging**.

listening: an **interpretive mode** of communication used in interpreting meanings created through sound.

metacognitive awareness: people's ability to consciously reflect on how they think and learn, including by examining learning strategies, what works and why, and adjusting strategies as needed.

metacultural awareness: the ability to consciously reflect about cultural conceptualizations, both one's own and that of others. See **culture**.

metalanguage: language for talking about language. For example, vocabulary for talking about **cohesion** includes **lexical cohesion**, synonyms, and antonyms.

metalinguistic awareness: the ability to reflect about language and how it works, the choices one makes with language, how language influences and is influenced by context, as well as how language use creates meanings and enacts relationships among people and things.

mode: a meaning-making system that includes such elements as oral and written language, symbols, charts, tables, graphs, images, videos, voice, body positioning, and sound. See **communication modes**.

modifiers: words, phrases, or clauses that go before (called premodifiers) or after (called postmodifiers) nouns. They add specificity, details, and precision to the main noun. Modifiers include adjectives, adverbs, classifiers, and quantifiers. For example, dog → *the dog* → *the beautiful dog* → *the beautiful, tall dog* → *the beautiful, tall, 7-year-old dog* → *the beautiful, tall, 7-year-old black dog that ran across the street ...*

multilingual learners: language learners who regularly come in contact with and/or interact in languages in addition to English. Multilingual learners include English language learners, dual-language learners, newcomers, students with interrupted formal schooling, long-term English learners, English learners with disabilities, gifted and talented English learners, heritage language learners, students with English as an additional language, and students who speak varieties of English or indigenous languages.

multimodality: use of multiple means of communication, including spoken and written language, gestures, facial expressions, images, equations, maps, symbols, diagrams, charts, videos, graphs, and computer-mediated means.

nominalization: the conversion of verbs, adjectives, adverbs, or entire clauses into nouns, such as from the verb “evaporate” to the noun “evaporation” and “persecuting” to “persecution.” For example, *Heated water **evaporates** faster. **Evaporation** increases as temperature rises.*

nouns: nouns and noun phrases (also known as noun groups) represent people, places, things, or ideas. A noun phrase includes a noun (e.g., *dog*) plus its modifiers, including articles (e.g., *the dog*) and adjectives (e.g., *the black dog*).

- **simple noun phrase:** a group of words relating to a noun that may include a single modifier such as an adjective or a classifier (e.g., *a marsupial animal* or *this chemical element*).
- **expanded noun phrase:** a group of words relating to a noun that typically includes premodifiers and postmodifiers adding information about the noun. These **modifiers** can include determiners (*the bees*), prepositional phrases (*bees in the beehive*), demonstratives (*these bees*), adjectives or adjectival phrases (*hardworking bees*), quantifiers (*many bees*), classifiers (*Western honeybees*, *Carpenter bees*), and **relative clauses** (*bees that pollinate crops and flowers*), or a combination of these **modifiers** (*hardworking, nonaggressive pollinator bees that pollinate crops and flowers*).

passive voice: sentences can be structured in the active voice (*He made mistakes.*) or the passive voice (*Mistakes were made.*). In the passive voice, the object (or recipient) of an action is the subject of a sentence, as in *Magnetism was discovered about 4,000 years back in Greece.* or *The numbers were multiplied by.* Writers and speakers may intentionally use the passive voice to foreground an action’s result, hide who is to blame for an action, or avoid mentioning the actor.

Proficiency Level Descriptors: a continuum of language development articulating how students might develop language across six levels of English language proficiency.

reading: an **interpretive mode** of communication used to interpret meaning created thorough printed words.

reference devices: words that bridge back or forward to people, things, or sections of a text. For example:

- **personal pronouns:** such as *you, she, they* that refer to living and non-living things (e.g., *People use maps to find where they need to go.*)
- **articles:** as in *a, an, the*. For example, in “*Can you hold the pencil?*,” “the” refers to a pencil that the speaker or writer mentioned previously.
- **demonstrative pronouns:** such as *this/these, that/those, there* that refer to living and nonliving things, places, or actions mentioned previously (e.g., *Once you decide where you want to go, you need to find out how to get there.*)
- **qualifiers:** such as *many/some/several* (e.g., *Maps used to be drawn by hand. Many had pictures of fantastic beasts and other decorations.*)
- **comparatives:** such as *same/different, other, bigger/est, more/less* (e.g., *This map has a lot of detail, but that one has more.*)
- **text reference:** where a pronoun (such as *this/these* or *that/those*) works a substitute for an idea or phenomenon previously described in the text (e.g., *Maps are flat, but the world is round. This is why globes are so useful.*)

representing: an **expressive mode** of communication used to create meanings using images, graphic representations, movement, video, graphics, or other visual means.

scaffolding: a contingent, collaborative process of supporting student development of new skills, concepts, practices, and understandings to build student autonomy by providing the needed kind of support that will trigger agency. Unlike a fixed, “one size fits all” set of routine supports, scaffolding starts with high expectations for all students and provides them with high support so they can rise to that challenge and perform tasks independently over time.

sentence types: there are three types of sentences: simple, compound, and complex.

- **simple sentences:** a simple sentence contains a single independent **clause**. Simple sentences are not necessarily short (e.g., *Pooh always liked a little something at eleven o'clock in the morning.*) nor are they always simple (e.g., *On Earth (and elsewhere), trace amounts of various elements continue to be produced from other elements as products of nuclear transmutation processes.*)
- **compound sentences:** a compound sentence contains two or more independent clauses, often linked with connectives such as *and, so, but, yet, either ... or*.
- **complex sentences:** containing multiple clauses, a complex sentence is useful for conveying intricate and detailed relationships among ideas. The relationships among the clauses are not equal in that one of the clauses is independent and the others are dependent. Clauses in complex sentences are often joined by connectives such as *after, before, as long as* (for time); *as if, like* (for comparison); *because, since, in case, as a result of* (for reason); *as long as, unless* (for condition); *although, even if, despite* (for concession); *besides, as well as* (for addition), *except for*, and *instead of* (for replacing) (Derewianka, 2013). See **clause**.

sociocultural context: the social and cultural environment in which people live and interact, or in which something happens or develops. In reference to language use in schools, sociocultural context refers to the interaction between students and the classroom environment, along with the influences that shape the environment (e.g., purpose, topic, situation, participant's identities and social roles, audience). For example, the purpose of the communicative activity might be: *to persuade someone to stop using plastic straws, to warn someone of the impending storm, or to write a science explanation*. The topic might be *force and motion in science, or the Industrial Revolution in history*. The identities and social roles of the language users, as well as their relationship, might be *friend to friend or boss to employee*.

speaking: an **expressive mode** of communication used to create meanings orally through spoken language.

substitution or omission: words may be substituted or omitted as a text unfolds to avoid unnecessary repetition. Any element of a clause or even an entire clause can be substituted or omitted.

- **common noun substitutions:** *ones, some, other, another one, same one, else, more* (e.g., *There were two rocks, and I chose the smooth one.*)
- **common verb substitutions:** *do, does, did, have, will* (e.g., *Some rocks break easily, but others don't.*)
- **other substitutions:** *so* (e.g., *Water can pass through rock. To do so, it has to find air spaces that are connected.*), *none* (e.g., *If there are none, the water won't pass through the rock.*); possessive pronouns: *mine, yours, theirs, hers* (e.g., *My rock is permeable but hers isn't.*)
- **omission:** *don't, does, didn't, haven't, won't* (e.g., *Water will pass through rock only if the air spaces are connected. Otherwise, it won't.*)

technical language: specialized language that is central to building knowledge and conceptual understanding within a specific field of study; language associated with a content area like science (e.g., *geothermal*) and math (e.g., *polynomials*) or with fields like video games or sports. See also **everyday language** and **discipline-specific language**.

text: a unit of meaning with a purpose in a particular context. Meaning can be created with different meaning-making systems: art, words, sound, symbols, color, movement. Texts can be written, oral (conversations or presentations), digital (websites or news broadcasts), visual (diagrams, art, posters, advertisements), or a combination of all these types. This document defines texts as multimodal; they can contain symbols, maps, timelines, drawings, and other modalities.

text complexity: how challenging a text is to process and interpret. Different features contribute to text complexity, including (and see also) **lexical density**, **nominalization**, **passive voice**, and **grammatical complexity**.

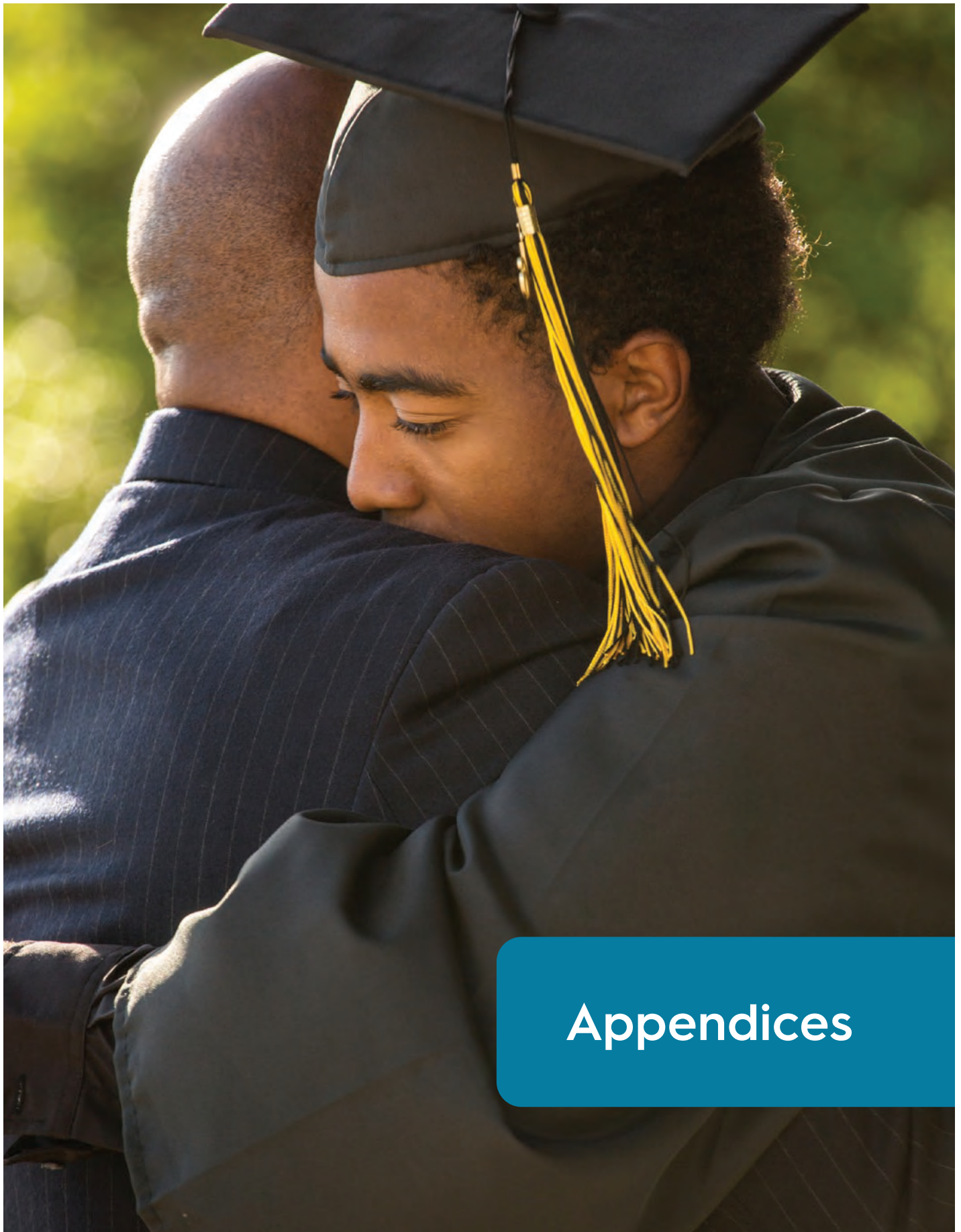
translanguaging: how multilingual learners access and use their full **linguistic repertoires** in communication and learning, including by using more than one language.

verbs: a word or a combination of words that indicates action, a state of being, a condition, or a relationship among ideas. For example:

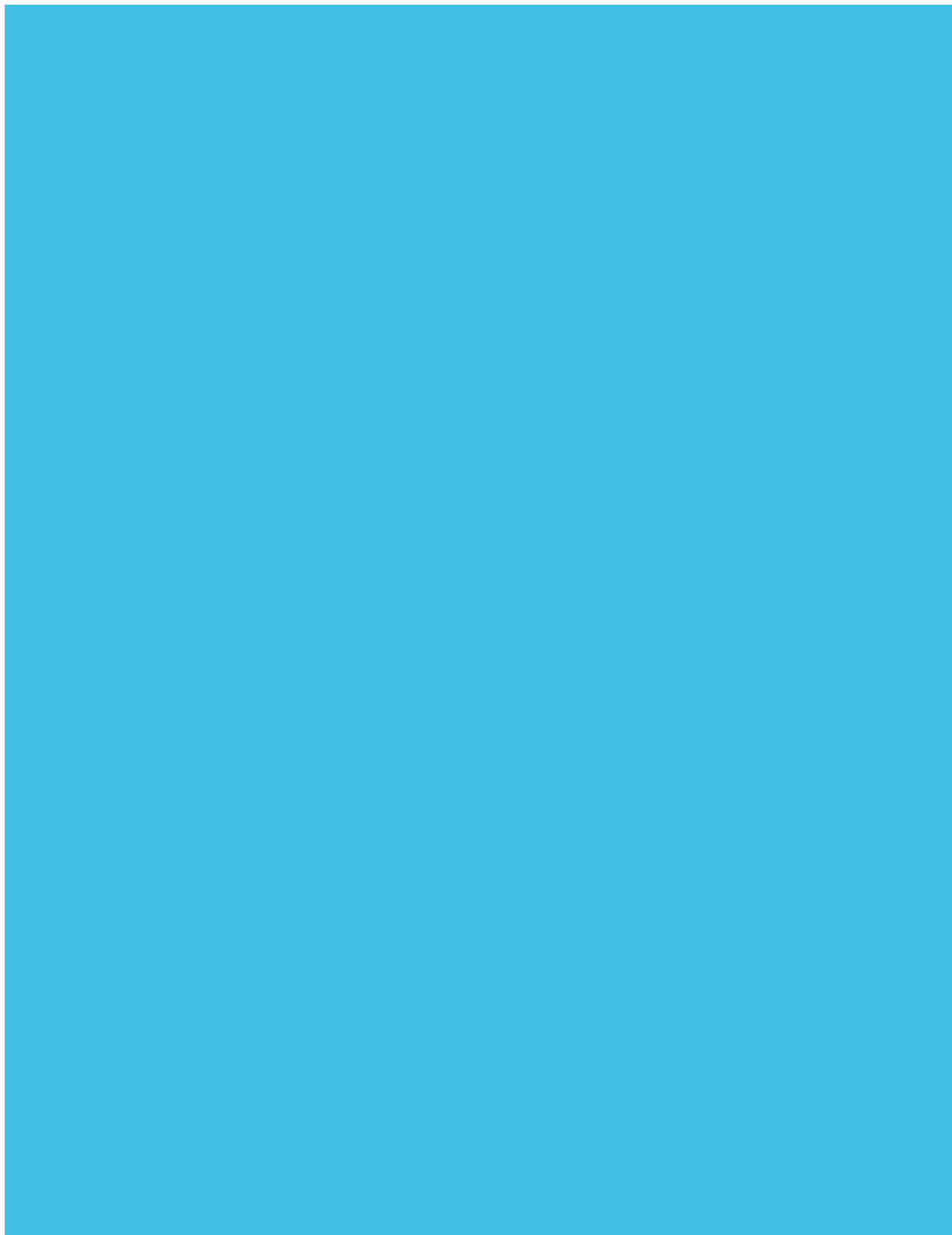
- **doing verbs** represent actions: *pull, attract, pollinate, added, subjugate*.
- **relating verbs** show relationships between ideas: *is, belongs to, consists of, has*.
- **thinking verbs** represent thought: *consider, imagine, wonder*.
- **feeling verbs** represent feelings: *admire, detest, respect, love*.
- **saying verbs** indicate what someone or something has said: *confirm, ask, whisper, challenge, yell, contradict*.

viewing: an **interpretive mode** of communication used in interpreting meanings created through images, movement, video, graphics, etc.

writing: an **expressive mode** of communication used to create meanings using symbols (e.g., letters of the alphabet, punctuation, numbers) to communicate ideas in a readable form.



Appendices



Appendix A: WIDA English Language Development Standards Framework, 2020 Edition—Meeting ESSA Title 1 Requirements

One use of the WIDA English Language Development Standards Framework, 2020 Edition, is to serve as a policy document. In that capacity, this edition has been carefully crafted to comply with requirements for English language proficiency standards under Title I of the Every Student Succeeds Act (ESSA, 2015). Specifically, it addresses provisions outlined in the U.S. Department of Education's document, "A State's Guide to the U.S. Department of Education's Assessment Peer Review Process" (U.S. Department of Education, 2018). Table A-1 outlines how relevant Critical Elements in this federal guide apply to the 2020 Edition. WIDA entities can be confident that the consortium will meet its legal obligation of English language proficiency standards and its alignment to assessment.

Table A-1: Critical Elements in Meeting ESSA Title 1 Requirements

Critical Element for Peer Review of State English Language Proficiency Assessment Systems	Requirements per ESSA	Response According to WIDA ELD Standards Framework, 2020 Edition	Examples of locations where the evidence can be found in the 2020 Edition
Critical Element 1.1 , Provision of ELP Standards for all English Learners and Critical Element 1.2 , Coherent and Progressive ELP Standards that Correspond to the State's Academic Content Standards	The ELP* standards... align to the State academic content standards	Correspondence Tables establish strong alignment of Language Expectations to States' academic content standards, as do Key Language Use Distribution Tables	<ul style="list-style-type: none"> • Correspondence Tables can be found in Appendix B. • Key Language Use Distribution Tables for each grade-level cluster are found in Section 3. Appendix C presents a compilation of these tables from K-12.

*Since 2012, WIDA has referred to its language standards as language development to describe the process over time rather than language proficiency that points to performance at a point in time.

Critical Element for Peer Review of State English Language Proficiency Assessment Systems	Requirements per ESSA	Response According to WIDA ELD Standards Framework, 2020 Edition	Examples of locations where the evidence can be found in the 2020 Edition
Critical Element 1.1 , Provision of ELP Standards for all English Learners and Critical Element 1.2 , Coherent and Progressive ELP Standards that Correspond to the State's Academic Content Standards	The ELP* standards... address the different proficiency levels of English learners	Proficiency Level Descriptors (PLDs) present 6 levels of English language proficiency	PLDs are presented in Section 3, Grade-Level Cluster Materials. Appendix D, A Compilation of K-12 Proficiency Level Descriptors, with Technical Notes, also includes a listing of PLDs in their complete K-12 progression; a comparison between the 2012 Performance Definitions and 2020 PLDs; and additional notes on alignment of the 2020 PLDs with existing WIDA performance definitions, scales, and tools.
	The ELP* standards... are derived from the 4 domains of speaking, listening, reading, and writing	The 4 domains are subsumed under 2 communication modes— Interpretive (listening, reading, viewing) and Expressive (speaking, writing, representing)	Communication Modes are illustrated in Section 2, The WIDA ELD Standards Framework.

*Since 2012, WIDA has referred to its language standards as language development to describe the process over time rather than language proficiency that points to performance at a point in time.

Critical Element for Peer Review of State English Language Proficiency Assessment Systems	Requirements per ESSA	Response According to WIDA ELD Standards Framework, 2020 Edition	Examples of locations where the evidence can be found in the 2020 Edition
Critical Element 1.5, Meaningful Consultation in the Development of Challenging State Standards and Assessments	(This requirement does not apply to standards and assessments adopted prior to the passage of ESSA, December 2015)	WIDA designed and adopted its first edition of ELP standards in 2004. It has continued to involve multiple entities in subsequent editions through national surveys, advisory panels, focus groups, SEA subcommittees, and Board meetings.	Documentation of consultation for this edition is available in Appendix G.

Appendix B: Correspondence Tables for Content and Language Standards

The WIDA English Language Development Standards Framework, 2020 Edition, has been carefully crafted to comply with requirements for English language proficiency standards under Title I of *Every Student Succeeds Act* (ESSA, 2015; see Appendix A: Meeting ESSA Requirements). These requirements are outlined in the U.S. Department of Education's document, *A State's Guide to the U.S. Department of Education's Assessment Peer Review Process* (U.S. Department of Education, 2018).

Critical Element 1.2 *Coherent and Progressive ELP Standards that Correspond to the State's Academic Content Standards* (U.S. Department of Education, 2018) states:

The ELP standards must contain language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the State's academic content standards appropriate to each grade-level/grade-band in at least reading/language arts, mathematics, and science.

The correspondence tables in this appendix are organized by grade-level cluster and Key Language Use. They provide a sampling of evidence of a strong relationship (that is, correspondence) between state academic content standards and WIDA ELD Standards. They also provide a preview of information that may be included in state peer review submissions to the federal government. These correspondences reinforce the connection between content and language as illustrated in each Key Language Use and the WIDA Language Expectations.

For state peer review evidence, final correspondence determinations between the WIDA Language Expectations and the state academic content standards may be made as part of future alignment studies with educator panels. For more information on this process, see the Council of Chief State School Officers (CCSSO) *Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards* [commonly referred to as the ELPD Framework] (CCSSO, 2014), Section 2.3.

Cautions on Unintended Interpretations of Sample Correspondence Tables

The sample high-leverage correspondences shared in this section intentionally preserve for educators the critical choices to be made around the selection of curricular content and instructional approaches. Use these types of high-leverage correspondences to

- Prioritize and engage multilingual learners in deep, rigorous instruction
- Offer flexible, yet consistent instruction and assessment
- Coordinate with other required standards

The correspondences included here are not intended to be interpreted as the only matches possible between the WIDA ELD Standards Framework, 2020 Edition, and academic content standards. The correspondences are the first step in the process used by educators and may potentially vary due to situational circumstances, student-related factors, educator choice, and other considerations.

List of Sample Correspondence Tables

Kindergarten	268
English Language Arts.Narrate	268
Science.Inform	269
Grade 1	271
Mathematics.Inform.	271
Social Studies.Argue	273
Grades 2-3	274
English Language Arts.Narrate	274
Mathematics.Explain	276
Grades 4-5	278
English Language Arts.Argue	278
Science.Argue	280
Grades 6-8	281
Mathematics.Argue	281
Social Studies.Argue	283
Grades 9-12	284
English Language Arts.Inform.	284
Science.Explain.	286

Kindergarten

English Language Arts.Narrate

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA.K.R.L.2 Key Ideas and Details: With prompting and support, retell familiar stories, including key details.</p> <p>ELA.K.R.L.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.</p> <p>ELA.K.R.L.4 Craft and Structure: Ask and answer questions about unknown words in a text.</p>	<p>ELD-LA.K.Narrate.Interpretive</p> <p>Interpret language arts narratives (with prompting and support) by...</p> <ul style="list-style-type: none"> • Identifying key details • Identifying characters, settings, and major events • Asking and answering questions about unknown words in a text
Expressive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA.K.W.3 Text Types and Purposes: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>ELD-LA.K.Narrate.Expressive</p> <p>Construct language arts narratives (with prompting and support) that...</p> <ul style="list-style-type: none"> • Orient audience to story • Describe story events

Science.Inform

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), K-2</p> <p>SEP 4: Analyzing and Interpreting Data</p> <ul style="list-style-type: none"> • Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems. • Compare predictions (based on prior experiences) to what occurred (observable events). <p>SEP 8: Obtaining, Evaluating, and Communicating Information</p> <ul style="list-style-type: none"> • Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s). 	<p>ELD-SC.K.Inform.Interpretive</p> <p>Interpret scientific informational texts by...</p> <ul style="list-style-type: none"> • Determining what text is about • Defining or classifying a concept or entity

Science.Inform, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP)</p> <p>SEP 4: Analyzing and Interpreting Data</p> <ul style="list-style-type: none"> Record information (observations, thoughts, and ideas). Use and share pictures, drawings, and/or writings of observations. Use counting and numbers to identify and describe patterns in the natural and designed world(s). Compare predictions (based on prior experiences) to what occurred (observable events). <p>SEP 5: Using Mathematical and Computational Thinking</p> <ul style="list-style-type: none"> Describe, measure, and/or compare quantitative attributes of different objects and display the data using simple graphs. Use quantitative data to compare two alternative solutions to a problem. <p>SEP 8: Obtaining, Evaluating, and Communicating Information</p> <ul style="list-style-type: none"> Describe how specific images (e.g., a diagram showing how a machine works) support a scientific or engineering idea. Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas. 	<p>ELD-SC.K.Inform.Expressive</p> <p>Construct scientific informational texts that...</p> <ul style="list-style-type: none"> Introduce others to a topic or entity Provide details about an entity

Grade 1

Mathematics.Inform

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: Standards for Mathematical Practices (MP)</p> <p>CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them</p> <p>In first grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They are willing to try other approaches.</p> <p>CCSS.MATH.PRACTICE.MP4 Model with mathematics</p> <p>In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed.</p> <p>CCSS.MATH.PRACTICE.MP7 Look for and make use of structure</p> <p>Mathematically proficient students look closely to discern a pattern or structure. First graders begin to discern a number pattern or structure. For instance, if students recognize $12 + 3 = 15$, then they also know $3 + 12 = 15$. (Commutative property of addition.) To add $4 + 6 + 4$, the first two numbers can be added to make a ten, so $4 + 6 + 4 = 10 + 4 = 14$.</p>	<p>ELD-MA.1.Inform.Interpretive</p> <p>Interpret mathematical informational texts by...</p> <ul style="list-style-type: none"> Identifying concept or entity Describing attributes and characteristics

Mathematics.Inform, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: Standards for Mathematical Practices (MP)</p> <p>CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them</p> <p>In first grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They are willing to try other approaches.</p> <p>CCSS.MATH.PRACTICE.MP4 Model with mathematics</p> <p>In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed.</p> <p>CCSS.MATH.PRACTICE.MP7 Look for and make use of structure</p> <p>Mathematically proficient students look closely to discern a pattern or structure. First graders begin to discern a number pattern or structure. For instance, if students recognize $12 + 3 = 15$, then they also know $3 + 12 = 15$. (Commutative property of addition.) To add $4 + 6 + 4$, the first two numbers can be added to make a ten, so $4 + 6 + 4 = 10 + 4 = 14$.</p>	<p>ELD-MA.1.Inform.Expressive</p> <p>Construct mathematical informational texts that...</p> <ul style="list-style-type: none"> • Define or classify concept or entity • Describe a concept or entity • Compare/contrast concepts or entities

Social Studies.Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: College, Career, & Civic Life (C3) Framework</p> <p>D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p> <p>D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.</p>	<p>ELD-SS.1.Argue.Interpretive</p> <p>Interpret social studies arguments by...</p> <ul style="list-style-type: none"> • Identifying topic • Analyzing evidence gathered from source • Evaluating source based on distinctions between fact and opinion
Expressive Communication Mode	
<p>Source: College, Career, & Civic Life (C3) Framework</p> <p>D4.1.K-2. Construct an argument with reasons.</p> <p>D4.2.K-2. Construct explanations using correct sequence and relevant information.</p>	<p>ELD-SS.1.Argue.Expressive</p> <p>Construct social studies arguments that...</p> <ul style="list-style-type: none"> • Introduce topic • Select relevant information to support claim with evidence • Show relationship between claim, evidence and reasoning

Grades 2-3

English Language Arts.Narrate

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELA.2.R.L.2 Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>ELA.2.R.L.3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges.</p> <p>ELA.2.R.L.4 Craft and Structure: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>ELA.3.R.L.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>ELA.3.R.L.2 Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>ELA.3.R.L.3 Key Ideas and Details: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>ELA.3.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>ELD-LA.2-3.Narrate.Interpretive</p> <p>Interpret language arts narratives by...</p> <ul style="list-style-type: none"> • Identifying a central message from key details • Identifying how character attributes and actions contribute to event sequences • Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

English Language Arts.Narrate, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA.2.W.3 Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>ELA.3.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>ELD-LA.2-3.Narrate.Expressive</p> <p>Construct language arts narratives that...</p> <ul style="list-style-type: none"> • Orient audience to context • Develop story with time and event sequences, complication, resolution or ending • Engage and adjust for audience

Mathematics.Explain

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: Standards for Mathematical Practices</p> <p>CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.</p> <p>In second grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. They may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They make conjectures about the solution and plan out a problem-solving approach.</p> <p>CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.</p> <p>In third grade, students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Third graders may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They listen to the strategies of others and will try different approaches. They often will use another method to check their answers.</p>	<p>ELD-MA.2-3.Explain.Interpretive</p> <p>Interpret mathematical explanations by...</p> <ul style="list-style-type: none"> • Identifying concept or entity • Analyzing plan for problem-solving steps • Evaluating simple pattern or structure

Mathematics.Explain, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: Standards for Mathematical Practices</p> <p>CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.</p> <p>In second grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. They may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They make conjectures about the solution and plan out a problem-solving approach.</p> <p>CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.</p> <p>In third grade, students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Third graders may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They listen to the strategies of others and will try different approaches. They often will use another method to check their answers.</p>	<p>ELD-MA.2-3.Explain.Expressive</p> <p>Construct mathematical explanations that...</p> <ul style="list-style-type: none"> • Introduce concept or entity • Describe solution and steps used to solve problem with others • State reasoning used to generate solution

Grades 4-5

English Language Arts.Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA.4.R.I.2 Key Ideas and Details: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>ELA.4.R.I.6 Craft and Structure: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>ELA.4.R.I.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>ELA.5.R.I.2 Key Ideas and Details: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>ELA.5.R.I.6 Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>ELA.5.R.I.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>ELD-LA.4-5.Argue.Interpretive</p> <p>Interpret language arts arguments by...</p> <ul style="list-style-type: none"> • Identifying main ideas • Analyzing points of view about same event or topic • Evaluating how details, reasons and evidence support particular points in a text

English Language Arts.Argue, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA.4.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>ELA.4.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>ELA.5.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>ELA.5.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>ELD-LA.4-5.Argue.Expressive</p> <p>Construct language arts arguments that...</p> <ul style="list-style-type: none"> • Introduce and develop a topic clearly and state an opinion • Support opinions with reasons and information • Use a formal style • Logically connect opinions to appropriate supporting evidence, facts, and details, and offer a concluding statement or section

Science.Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), 3-5</p> <p>SEP 7: Engaging in Argument from Evidence</p> <ul style="list-style-type: none"> • Compare and refine arguments based on an evaluation of the evidence presented. • Distinguish among facts, reasoned judgment based on research findings, and speculation in an explanation. 	<p>ELD-SC.4-5.Argue.Interpretive</p> <p>Interpret scientific arguments by...</p> <ul style="list-style-type: none"> • Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions • Comparing reasoning and claims based on evidence • Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation
Expressive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), 3-5</p> <p>SEP 7: Engaging in Argument from Evidence</p> <ul style="list-style-type: none"> • Construct and/or support an argument with evidence, data, and/or a model. • Use data to evaluate claims about cause and effect. • Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. 	<p>ELD-SC.4-5.Argue.Expressive</p> <p>Construct scientific arguments that...</p> <ul style="list-style-type: none"> • Introduce topic/phenomenon in issues related to the natural and designed world(s) • Make and define a claim based on evidence, data, and/or model • Establish a neutral tone or an objective stance • Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making between claim, evidence, and reasoning

Grades 6-8**Mathematics.Argue**

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: Standards for Mathematical Practice</p> <p>CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.</p> <p>In grade 6, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.</p> <p>CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.</p> <p>In grade 7, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.</p> <p>CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.</p> <p>In grade 8, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.</p>	<p>ELD-MA.6-8.Argue.Interpretive</p> <p>Interpret mathematics arguments by...</p> <ul style="list-style-type: none"> • Comparing conjectures with previously established results • Distinguishing commonalities among strategies used • Evaluating relationships between evidence and mathematical facts to create generalizations

Mathematics.Argue, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: Standards for Mathematical Practice</p> <p>CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.</p> <p>In grade 6, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.</p> <p>CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.</p> <p>In grade 7, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.</p> <p>CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.</p> <p>In grade 8, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.</p>	<p>ELD-MA.6-8.Argue.Expressive</p> <p>Construct mathematics arguments that...</p> <ul style="list-style-type: none"> • Create conjecture, using definitions and previously established results • Generalize logic across cases • Justify conclusions with evidence and mathematical facts • Evaluate and critique others' arguments

Social Studies.Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: College, Career, & Civic Life (C3) Framework</p> <p>D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.</p> <p>D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.</p> <p>D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.</p>	<p>ELD-SS.6-8.Argue.Interpretive</p> <p>Interpret social studies arguments by...</p> <ul style="list-style-type: none"> Identifying topic and purpose (e.g., argue in favor or against a position, present a balanced interpretation, challenge perspective) Analyzing relevant information from multiple sources to support claims Evaluating point of view and credibility of source based on relevance and intended use
Expressive Communication Mode	
<p>Source: College, Career, & Civic Life (C3) Framework</p> <p>D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p> <p>D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p> <p>CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>ELD-SS.6-8.Argue.Expressive</p> <p>Construct social studies arguments that...</p> <ul style="list-style-type: none"> Introduce and contextualize topic Select relevant information to support claims with evidence from multiple sources Establish perspective Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

Grades 9-12

English Language Arts.Inform

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA.9-10.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELA.9-10.R.I.2 Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>ELA.11-12.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>ELA.11-12.R.I.2 Key Ideas and Details: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>ELD-LA.9-12.Inform.Interpretive</p> <p>Interpret informational texts in language arts by...</p> <ul style="list-style-type: none"> Identifying and/or summarizing central ideas Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships Evaluating cumulative impact and refinement of author's key word choices over the course of a text

English Language Arts.Inform, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>ELA.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>ELA.11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>ELA.11-12.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>ELA.11-12.W.HST.2 Text Types and Purposes: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>ELA.11-12.W.HST.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>ELD-LA.9-12.Inform.Expressive</p> <p>Construct informational texts in language arts that...</p> <ul style="list-style-type: none"> • Introduce and define topic and/or entity for audience • Establish an objective or neutral stance • Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships • Develop coherence and cohesion throughout text

Science.Explain

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), 9-12</p> <p>SEP 1: Asking Questions and Defining Problems</p> <ul style="list-style-type: none"> Define a design problem that involves the development of a process or system with interacting components and criteria and constraints that may include social, technical and/or environmental considerations. <p>SEP 6: Constructing Explanations (for Science) and Designing Solutions (for Engineering)</p> <ul style="list-style-type: none"> Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion. <p>SEP 8: Obtaining, Evaluating, and Communicating Information</p> <ul style="list-style-type: none"> Critically read scientific literature adapted for classroom use to determine the central ideas or conclusions and/or to obtain scientific and/or technical information to summarize complex evidence, concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Compare, integrate and evaluate sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a scientific question or solve a problem. Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media reports, verifying the data when possible. 	<p>ELD-SC.9-12.Explain.Interpretive</p> <p>Interpret scientific explanations by...</p> <ul style="list-style-type: none"> Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions

Science.Explain, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), 9-12</p> <p>SEP 6: Constructing Explanations (for Science) and Designing Solutions (for Engineering)</p> <ul style="list-style-type: none"> Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects. Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion. Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. <p>SEP 8: Obtaining, Evaluating, and Communicating Information</p> <ul style="list-style-type: none"> Communicate scientific and/or technical information or ideas (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media reports, verifying the data when possible 	<p>ELD-SC.9-12.Explain.Expressive</p> <p>Construct scientific explanations that...</p> <ul style="list-style-type: none"> Describe valid and reliable evidence (from multiple sources) about a phenomenon Establish neutral or objective stance in how results are communicated Develop reasoning to illustrate and/or predict relationships between variables in a system or between components of a system Summarize and refine solutions referencing evidence, criteria, and/or trade-offs

Appendix C: A Compilation of K-12 Key Language Use Distribution Tables and Language Expectations

Distribution of Key Language Uses in Kindergarten				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	●	◐	◐
4. Language for Science	○	●	●	◐
5. Language for Social Studies	◐	●	○	◐

Distribution of Key Language Uses in Grade 1				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	●	◐	◐
4. Language for Science	○	●	●	◐
5. Language for Social Studies	◐	●	○	●

 Most Prominent
  Prominent
  Present

Distribution of Key Language Uses in Grades 2-3				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

Distribution of Key Language Uses in Grades 4-5				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

 Most Prominent
  Prominent
  Present

Distribution of Key Language Uses in Grades 6–8				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

Distribution of Key Language Uses in Grades 9–12				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●



Most Prominent



Prominent



Present

K WIDA ELD STANDARD 1

KINDERGARTEN Social and Instructional Language

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information



WIDA ELD STANDARD 2

Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.K.Narrate.Interpretive

Interpret language arts narratives (with prompting and support) by

- Identifying key details
- Identifying characters, settings, and major events
- Asking and answering questions about unknown words in a text

ELD-LA.K.Narrate.Expressive

Construct language arts narratives (with prompting and support) that

- Orient audience to story
- Describe story events



WIDA ELD STANDARD 2

Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.K.Inform.Interpretive

Interpret informational texts in language arts (with prompting and support) by

- Identifying main topic and key details
- Asking and answering questions about descriptions of familiar attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.K.Inform.Expressive

Construct informational texts in language arts (with prompting and support) that

- Introduce topic for audience
- Describe details and facts



WIDA ELD STANDARD 3

Language for Mathematics

Inform

Language Expectations: Multilingual learners will...

ELD-MA.K.Inform.Interpretive

Interpret mathematical informational texts (with prompting and support) by

- Identifying concept or object
- Describing quantities and attributes

ELD-MA.K.Inform.Expressive

Construct mathematical informational texts (with prompting and support) that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities



WIDA ELD STANDARD 4

Language for Science

Inform

Language Expectations: Multilingual learners will...

ELD-SC.K.Inform.Interpretive

Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying a concept or entity

ELD-SC.K.Inform.Expressive

Construct scientific informational texts that

- Introduce others to a topic or entity
- Provide details about an entity



WIDA ELD STANDARD 4

Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.K.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Using information from observations to find patterns and to explain how or why a phenomenon occurs

ELD-SC.K.Explain.Expressive

Construct scientific explanations that

- Describe information from observations about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem



WIDA ELD STANDARD 5

Language for Social Studies

Inform

Language Expectations: Multilingual learners will...

ELD-SS.K.Inform.Interpretive

Interpret informational texts in social studies by

- Determining topic associated with a compelling or supporting question
- Defining attributes and characteristics in relevant information

ELD-SS.K.Inform.Expressive

Construct informational texts in social studies that

- Introduce topic associated with a compelling or supporting question
- Provide a detail about relevant information

GRADE

1

WIDA ELD STANDARD 1

Social and Instructional Language

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

GRADE

1

WIDA ELD STANDARD 2

Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.1.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Narrate.Expressive

Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

GRADE

1

WIDA ELD STANDARD 2

Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.1.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions of attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.1.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

GRADE

1

WIDA ELD STANDARD 3
Language for Mathematics

Inform

Language Expectations: Multilingual learners will...

ELD-MA.1.Inform.Interpretive

Interpret mathematical informational texts by

- Identifying concept or entity
- Describing attributes and characteristics

ELD-MA.1.Inform.Expressive

Construct mathematical informational texts that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities

GRADE

1

WIDA ELD STANDARD 4
Language for Science

Inform

Language Expectations: Multilingual learners will...

ELD-SC.1.Inform.Interpretive

Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive

Construct scientific informational texts that

- Introduce others to topic or entity
- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

GRADE

1

WIDA ELD STANDARD 4

Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.1.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Analyzing several events and observations to help explain how or why a phenomenon occurs
- Identifying information from observations (that supports particular points in explanations)

ELD-SC.1.Explain.Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

GRADE

1

WIDA ELD STANDARD 5

Language for Social Studies

Inform

Language Expectations: Multilingual learners will...

ELD-SS.1.Inform.Interpretive

Interpret informational texts in social studies by

- Determining topic associated with compelling or supporting questions
- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Inform.Expressive

Construct informational texts in social studies that

- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary ideas

GRADE

1

WIDA ELD STANDARD 5

Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.1.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic
- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

ELD-SS.1.Argue.Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claim with evidence
- Show relationship between claim and evidence, and reasoning

GRADES
2-3 WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

GRADES

2-3

WIDA ELD STANDARD 2

Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...**ELD-LA.2-3.Narrate.Interpretive**

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3.Narrate.Expressive

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution or ending
- Engage and adjust for audience

GRADES

2-3

WIDA ELD STANDARD 2

Language for Language Arts

Inform

Language Expectations: Multilingual learners will...**ELD-LA.2-3.Inform.Interpretive**

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

GRADES
2-3 WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.2-3.Explain.Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing plan for problem-solving steps
- Evaluating simple pattern or structure

ELD-MA.2-3.Explain.Expressive

Construct mathematical explanations that

- Introduce concept or entity
- Describe solution and steps used to solve problem with others
- State reasoning used to generate solution

GRADES
2-3 WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA.2-3.Argue.Interpretive

Interpret mathematics arguments by

- Identifying conjectures about what might be true
- Distinguishing connections among ideas in justifications
- Extracting mathematical operations and facts from solution strategies to create generalizations

ELD-MA.2-3.Argue.Expressive

Construct mathematics arguments that

- Create conjecture using definitions
- Generalize commonalities across cases
- Justify conclusion steps and strategies in simple patterns
- Identify and respond to others' arguments

GRADES
2-3

WIDA ELD STANDARD 4

Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.2-3.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs
- Identifying information from observations as well as evidence that supports particular points in explanations

ELD-SC.2-3.Explain.Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

GRADES
2-3

WIDA ELD STANDARD 4

Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.2-3.Argue.Interpretive

Interpret scientific arguments by

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions

ELD-SC.2-3.Argue.Expressive

Construct scientific arguments that

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

GRADES

2-3

WIDA ELD STANDARD 5

Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.2-3.Explain.Interpretive

Interpret social studies explanations by

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ELD-SS.2-3.Explain.Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

GRADES

2-3

WIDA ELD STANDARD 5

Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.2-3.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from one or two sources to develop claims in response to compelling questions
- Evaluating source credibility based on distinctions between fact and opinion

ELD-SS.2-3.Argue.Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources
- Show relationships between claim, evidence, and reasoning

GRADES
4-5 **WIDA ELD STANDARD 1**
Social and Instructional Language

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

Language Expectations: Multilingual learners will...

Explain

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

GRADES
4-5

WIDA ELD STANDARD 2

Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5.Narrate.Expressive

Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

GRADES
4-5

WIDA ELD STANDARD 2

Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

GRADES

4-5

WIDA ELD STANDARD 2

Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Argue.Interpretive

Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5.Argue.Expressive

Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

GRADES

4-5

WIDA ELD STANDARD 3

Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.4-5.Explain.Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing problem-solving steps
- Evaluating a pattern or structure that follows a given rule

ELD-MA.4-5.Explain.Expressive

Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or steps to solve problem
- State reasoning used to generate solution

GRADES

4-5

WIDA ELD STANDARD 3

Language for Mathematics

Argue

Language Expectations: Multilingual learners will...**ELD-MA.4-5.Argue.Interpretive**

Interpret mathematics arguments by

- Comparing conjectures with patterns, and/or rules
- Distinguishing commonalities and differences among ideas in justifications
- Extracting patterns or rules from solution strategies to create generalizations

ELD-MA.4-5.Argue.Expressive

Construct mathematics arguments that

- Create conjecture using definitions, patterns, and rules
- Generalize commonalities and differences across cases
- Justify conclusions with patterns or rules
- Evaluate others' arguments

GRADES

4-5

WIDA ELD STANDARD 4

Language for Science

Explain

Language Expectations: Multilingual learners will...**ELD-SC.4-5.Explain.Interpretive**

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

ELD-SC.4-5.Explain.Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

GRADES

4-5

WIDA ELD STANDARD 4

Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.4-5.Argue.Interpretive

Interpret scientific arguments by

- Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence
- Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation

ELD-SC.4-5.Argue.Expressive

Construct scientific arguments that

- Introduce topic/phenomenon in issues related to the natural and designed world(s)
- Make and define a claim based on evidence, data, and/or model
- Establish a neutral tone or an objective stance
- Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim

GRADES

4-5

WIDA ELD STANDARD 5

Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.4-5.Explain.Interpretive

Interpret social studies explanations by

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5.Explain.Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

GRADES
4-5

WIDA ELD STANDARD 5

Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.4-5.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

GRADES
6-8 **WIDA ELD STANDARD 1**
Social and Instructional Language

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

Language Expectations: Multilingual learners will...

Explain

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

GRADES

6-8

WIDA ELD STANDARD 2

Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.6-8.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone

ELD-LA.6-8.Narrate.Expressive

Construct language arts narratives that

- Orient audience to context and point of view
- Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

GRADES

6-8

WIDA ELD STANDARD 2

Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.6-8.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
- Evaluating the impact of author's key word choices over the course of a text

ELD-LA.6-8.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

GRADES
6-8

WIDA ELD STANDARD 2

Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

ELD-LA.6-8.Argue.Interpretive

Interpret language arts arguments by

- Identifying and summarizing central idea distinct from prior knowledge or opinions
- Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

ELD-LA.6-8.Argue.Expressive

Construct language arts arguments that

- Introduce and develop claim(s) and acknowledge counterclaim(s)
- Support claims with reasons and evidence that are clear, relevant, and credible
- Establish and maintain formal style
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

GRADES
6-8

WIDA ELD STANDARD 3

Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.6-8.Explain.Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing possible ways to represent and solve a problem
- Evaluating model and rationale for underlying relationships in selected problem-solving approach

ELD-MA.6-8.Explain.Expressive

Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or problem-solving strategy
- State reasoning used to generate solution

GRADES

6-8

WIDA ELD STANDARD 3

Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA.6-8.Argue.Interpretive

Interpret mathematics arguments by

- Comparing conjectures with previously established results
- Distinguishing commonalities among strategies used
- Evaluating relationships between evidence and mathematical facts to create generalizations

ELD-MA.6-8.Argue.Expressive

Construct mathematics arguments that

- Create conjecture, using definitions and previously established results
- Generalize logic across cases
- Justify conclusions with evidence and mathematical facts
- Evaluate and critique others' arguments

GRADES

6-8

WIDA ELD STANDARD 4

Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.6-8.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon
- Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs
- Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions

ELD-SC.6-8.Explain.Expressive

Construct scientific explanations that

- Describe valid and reliable evidence from sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to show relationships among independent and dependent variables in models and simple systems
- Summarize patterns in evidence, making trade-offs, revising, and retesting

GRADES

6-8**WIDA ELD STANDARD 4**

Language for Science

Argue**Language Expectations:** Multilingual learners will...**ELD-SC.6-8.Argue.Interpretive**

Interpret scientific arguments by

- Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence from two arguments on the same topic
- Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

ELD-SC.6-8.Argue.Expressive

Construct scientific arguments that

- Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s)
- Support or refute a claim based on data and evidence
- Establish and maintain a neutral or objective stance
- Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim

GRADES

6-8**WIDA ELD STANDARD 5**

Language for Social Studies

Explain**Language Expectations:** Multilingual learners will...**ELD-SS.6-8.Explain.Interpretive**

Interpret social studies explanations by

- Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors or causes
- Evaluate experts' points of agreement, along with strengths and weakness of explanations

ELD-SS.6-8.Explain.Expressive

Construct social studies explanations that

- Introduce and contextualize phenomena or events
- Establish perspective for communicating outcomes, consequences, or documentation
- Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses
- Generalize multiple causes and effects of developments or events

GRADES
6-8

WIDA ELD STANDARD 5

Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.6-8.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to support claims
- Evaluating point of view and credibility of source based on relevance and intended use

ELD-SS.6-8.Argue.Expressive

Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support claims with evidence gathered from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

GRADES
9-12 **WIDA ELD STANDARD 1**
Social and Instructional Language

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

GRADES
9-12 **WIDA ELD STANDARD 1**
Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

GRADES
9-12 WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Narrate.Interpretive

Interpret language arts narratives by

- Identifying themes or central ideas that develop over the course of a text
- Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
- Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view

ELD-LA.9-12.Narrate.Expressive

Construct language arts narratives that

- Orient audience to context and one or multiple point(s) of view
- Develop and describe characters and their relationships over a progression of experiences or events
- Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
- Engage and adjust for audience

GRADES
9-12 WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
- Evaluating cumulative impact and refinement of author's key word choices over the course of text

ELD-LA.9-12.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
- Develop coherence and cohesion throughout text

GRADES
9-12 **WIDA ELD STANDARD 2**
Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Argue.Interpretive

Interpret language arts arguments by

- Identifying and summarizing central ideas of primary or secondary sources
- Analyzing use of rhetoric and details to advance point of view or purpose
- Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

ELD-LA.9-12.Argue.Expressive

Construct language arts arguments that

- Introduce and develop precise claims and address counterclaims
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

GRADES
9-12 **WIDA ELD STANDARD 3**
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.9-12.Explain.Interpretive

Multilingual learners use language to interpret mathematical explanations by

- Identifying concept or entity
- Analyzing data and owning problem-solving approaches
- Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles

ELD-MA.9-12.Explain.Expressive

Multilingual learners use language to construct mathematical explanations that

- Introduce mathematical concept or entity
- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

GRADES
9-12 **WIDA ELD STANDARD 3**
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA.9-12.Argue.Interpretive

Interpret concepts in arguments by

- Comparing conjectures with previously established results and stated assumptions
- Distinguishing correct from flawed logic
- Evaluating relationships among evidence and mathematical principles to create generalizations

ELD-MA.9-12.Argue.Expressive

Construct mathematics arguments that

- Create precise conjecture, using definitions, previously established results, and stated assumptions
- Generalize logical relationships across cases
- Justify (and refute) conclusions with evidence and mathematical principles
- Evaluate and extend others' arguments

GRADES
9-12 **WIDA ELD STANDARD 4**
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.9-12.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
- Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
- Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions

ELD-SC.9-12.Explain.Expressive

Construct scientific explanations that

- Describe reliable and valid evidence from multiple sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system
- Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs

GRADES
9-12 **WIDA ELD STANDARD 4**
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.9-12.Argue.Interpretive

Interpret scientific arguments by

- Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions
- Comparing reasoning and claims based on evidence from competing arguments or design solutions
- Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues

ELD-SC.9-12.Argue.Expressive

Construct scientific arguments that

- Introduce and contextualize topic/ phenomenon in current scientific or historical episodes in science
- Defend or refute a claim based on data and evidence
- Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)
- Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal

GRADES
9-12 **WIDA ELD STANDARD 5**
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.9-12.Explain.Interpretive

Interpret social studies explanations by

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors, causes, or related concepts
- Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

ELD-SS.9-12.Explain.Expressive

Construct social studies explanations that

- Introduce and contextualize multiple phenomena or events
- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events

GRADES
9-12 **WIDA ELD STANDARD 5**
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.9-12.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

ELD-SS.9-12.Argue.Expressive

Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

Appendix D: A Compilation of K-12 Proficiency Level Descriptors, with Technical Notes

Expansion of the K-12 Performance Definitions into Proficiency Level Descriptors for All Grade-Level Clusters

Since 2004, the WIDA K-12 Performance Definitions have offered an interpretation of student language performance across five levels of English language proficiency. For the 2020 Edition, WIDA has expanded the K-12 Performance Definitions into Proficiency Level Descriptors with six grade-level clusters that provide elaborated, developmental interpretations for multilingual learners' proficiency levels in English. This appendix offers a comparison of the 2004 Performance Definitions and 2020 Proficiency Level Descriptors.

Both the 2004 K-12 Performance Definitions and 2020 grade-level cluster Proficiency Level Descriptors use similar language performance criteria that focus on similar concepts:

- Organization
- Cohesion
- Density
- Grammatical Complexity
- Precision/Vocabulary Usage

However, the 2020 Proficiency Level Descriptors provide heightened emphasis on discourse; there are three criteria provided in the discourse dimension and only one criterion each in the other two dimensions (sentence and word/phrase).

Table D-1 provides a comparison of the 2014 Features of Academic Language (WIDA, 2014) and its update, the 2020 Dimensions of Language in the Proficiency Level Descriptors: Criteria and Sample Features (see Section 2 of this document).

Table D-1: Comparison of Criteria in 2014 Features of Academic Language Chart and 2020 Dimensions of Language Table

	2012 Performance Definitions (2014 Features of Academic Language Table)	2020 Proficiency Level Descriptors
Discourse Dimension	<ul style="list-style-type: none"> • Structure and variety of organized speech/written text • Coherence and cohesion of ideas • Density of speech/written text • Amount of speech/written text* 	<ul style="list-style-type: none"> • Organization of language • Cohesion of language • Density of language
Sentence Dimension	Types and variety of grammatical constructions	Grammatical complexity of language

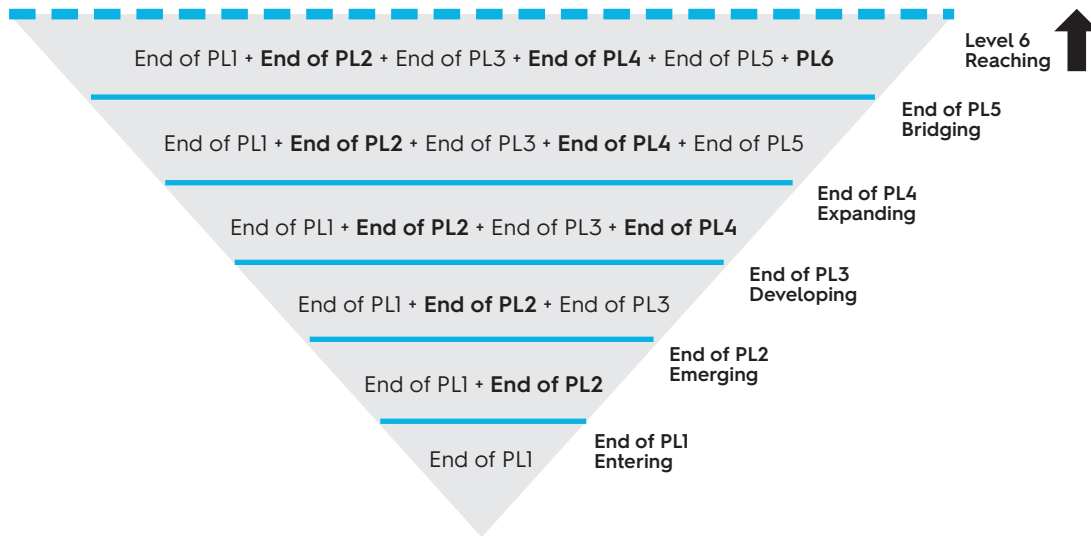
	2012 Performance Definitions (2014 Features of Academic Language Table)	2020 Proficiency Level Descriptors
Word/Phrase Dimension	General, specific, and technical language <ul style="list-style-type: none"> • Multiple meanings of words and phrases • Collocations and idioms • Nuances and shades of meaning 	Precision of language <ul style="list-style-type: none"> • 3 types of language (everyday, cross-disciplinary, and technical) • Examples (e.g., multiple meanings, collocations, idioms, shades of meaning, etc.)

*The 2020 Proficiency Level Descriptors measure excerpts of language; neither descriptors nor examples within the Proficiency Level Descriptors describe the full amount of text that students can process or produce (e.g., chapter books)

Similarities among 2012 K-12 Performance Definitions and 2020 Grade-Level Cluster Proficiency Level Descriptors

- Both K-12 Performance Definitions and grade-level cluster Proficiency Level Descriptors conceptualize the linguistic system within a sociocultural context.
- Both are organized around three dimensions of language:
 - The discourse dimension imparts overall meaning across an entire text, supported by the sentence and word/phrase dimensions.
 - The sentence dimension contributes to the grammatical complexity of how various sentence types shape text sequencing and connections.
 - The word/phrase dimension adds precision to communication. For example, language users strategically select different three types of language; employ multiple meanings and nuances of words and phrases; or play with their shades of meaning.
- Both describe the interpretive and expressive communication modes. (The 2012 edition used the terms *receptive* and *productive* communication modes.) The two communication modes encompass the four language domains (speaking, listening, reading, and writing), as outlined in federal requirements for language proficiency standards.
- For both the K-12 Performance Definitions and the grade-level cluster Proficiency Level Descriptors, proficiency levels are cumulative, meaning that each proficiency level includes and builds on previous ones (e.g., the student proficiency descriptors for the end of PL4 include the three previous sets of descriptors. The descriptors for the end of PL4 = End of PL1 + End of PL2 + End of PL3 + End of PL4).

Figure D-1: Cumulative Expansion of Multilingual Learners' Linguistic Resources



- Both the K-12 Performance Definitions and the grade-level cluster Proficiency Level Descriptors highlight the notion that, as multilingual learners gain proficiency in English, their abilities to effectively use language across each of the criteria increases accordingly. As multilingual learners progress across proficiency levels, they develop an increasing range of linguistic resources to use when making meaning in context and in coordination with multimodal communication resources.
- Both target end-of-level performance in order to provide aligned interpretations of WIDA scale scores. Within each level, the progression of student language development may develop differently.
- Both include an assumption that appropriate scaffolding must be provided to the student. The choice of scaffolding and multimodal communication (e.g., visual, auditory, tactile, kinesthetic) for multilingual learners, including those with disabilities, should be based on various factors, including the communicative purpose of the situation and the student's level of language proficiency.

Differences between K-12 Performance Definitions and Grade-Level Cluster Proficiency Level Descriptors

Table D-2: Differences Between Performance Definitions and Proficiency Level Descriptors

K-12 Performance Definitions	Grade-Level Cluster Proficiency Level Descriptors
<ul style="list-style-type: none"> Describe student language development for activities that target the WIDA Model Performance Indicators Reflect language development across the K-12 grade span 	<ul style="list-style-type: none"> Describe student language development for activities that target the 2020 WIDA Language Expectations Reflect language development at designated grade-level clusters that correspond to those used with WIDA ACCESS for ELLs (K, 1, 2-3, 4-5, 6-8, 9-12)
Offer five proficiency levels	Offer five proficiency levels plus new descriptors for PL6 (Reaching). It is important to remember even when reaching the criteria described in PL6 (Reaching), the student continues onward with lifelong language development.
Define three types of vocabulary: <ul style="list-style-type: none"> General language: Everyday words or expressions not typically associated with a specific content area (e.g., describe, book) Specific language: Words or expressions used across multiple academic content areas in school (e.g., chart, total, individual) Technical language: The most precise words or expressions associated with topics within academic content areas in school 	Clarify definitions for three types of vocabulary: <ul style="list-style-type: none"> Everyday language: Language for representing ideas in nontechnical ways (e.g., dogs instead of canines) Cross-disciplinary language: Common academic language used across content area contexts (e.g., analyze, evaluate, summarize) Technical language: Specialized, increasingly abstract language associated with a content area such as science and history (e.g., mitosis, imperialism)

Alignment of 2020 Grade-Level Cluster Proficiency Level Descriptors with Existing WIDA Performance Definitions, Scales, and Tools

The single K-12 continuum of K-12 Performance Definitions was expanded into six grade-level cluster Proficiency Level Descriptors to support consistency of proficiency level interpretations by state, local, and school-based educators and to provide additional details that address developmental differences in the complexity and range of language uses needed by primary and secondary students.

For federal peer review purposes, it is important for state education agencies to show that, in the new 2020 Edition, WIDA has not changed the fundamental nature of the scores aligned with the WIDA English Language Development Standards. Thus, a key activity during 2019-2020 development work was ensuring consistency and equivalency with the interpretations used with the 2012 Performance Definitions and 2016 Standards Setting cut scores.

Thus, some key activities in the development of the 2020 Proficiency Level Descriptors focused on ensuring consistency and equivalency with the interpretations used with the 2012 Performance Definitions and 2016 Standards Setting cut scores. These activities included the following:

- Conducted literature review to identify key performance criteria to be measured
- Created alignment mapping between 2012 and 2020 performance criteria and tools
- Checked validity and calibrated equivalent difficulty levels in descriptors with evidence from ACCESS for ELLs student samples and scoring tools
- Checked consequential validity with international, national, state, and local educator reviews and panels
- Obtained external expert feedback and recommendations
- Checked to ensure proposed levels fit with descriptions of student performances for each grade-level cluster on ACCESS for ELLs

Summary

The 2020 grade-level cluster Proficiency Level Descriptors have been carefully designed to ensure consistency and equivalency with the interpretations used with the 2012 Performance Definitions and 2016 Standards Setting cut scores. The six grade-level clusters in the Proficiency Level Descriptors provide elaborated, developmental interpretations for multilingual learners' proficiency levels in English.

Proficiency Level Descriptors for all grade-level clusters are provided beginning on the next page. These are identical to the descriptors shown in the grade-level cluster materials.

Grade K WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around topics (<i>my family</i>) with words, pictures, phrases, or chunks of language	around topics (<i>all about me</i>) with repetition, rhyming, and common language patterns	around topics (<i>all about me</i>) with repetition, rhyming, and other language patterns with short sentences	to meet a purpose (<i>to inform, narrate, entertain</i>) through multiple related sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	patterned language with repetitive words	patterned language with repetitive words and phrases (<i>This is a duck. The duck says quack, quack. This is a goat.</i>)	repetitive words and phrases across a text (<i>Brown bear, brown bear, what do you see?</i>)	some frequently used cohesive devices (demonstratives: <i>this, these, that, those</i>)	a few different types of cohesive devices (<i>repetition, pronoun referencing, etc.</i>)	multiple types of cohesive devices (<i>synonyms, antonyms, repetition</i>)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	labels with single nouns (<i>ball, car</i>)	frequently used single noun groups (<i>my toys, my car, your ball?</i>)	frequently used multi-word noun groups (<i>my favorite book</i>)	multi-word noun groups with connectors (<i>a shiny truck and a red ball</i>)	expanded noun groups with classifiers (<i>the red fire truck</i>)	expanded noun groups with prepositional phrases (<i>the red fire truck in the station</i>)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	words, pictures, and phrases (<i>Anna's chair</i>)	words, pictures, phrases, and chunks of language (<i>ran to her room</i>)	chunks of language (<i>sat in her chair, jumps on her bed</i>)	simple sentences (<i>She picked it up.</i>)	related simple sentences (<i>She picked it up. She carried it to her room.</i>)	multiple related simple sentences (<i>She picked it up. She carried it to her room. She opened it up.</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	a few words and phrases in familiar contexts and topics (<i>map, desk, hello</i>)	repeated words and phrases in familiar contexts and topics (<i>sound it out, think first</i>)	frequently used words and phrases in familiar contexts (<i>time to clean up</i>)	situation-specific words and phrases (<i>What sounds do we hear?</i>)	an increasing number of words and phrases (<i>We need four different colors to make a pattern.</i>)	a growing number of words and phrases in a variety of contexts (<i>special visitor, school assembly</i>)

Grade K WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose (<i>and, then</i>)	short sentences that convey an intended purpose with emerging organizational patterns	sentences linked together to convey an intended purpose (inform: <i>The parrot eats nuts and seeds.</i>)	text that conveys an intended purpose with emerging organizational patterns (<i>first, and then, also, next</i>)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	single words and phrases related to topic (<i>water, leaf</i>)	an emerging use of cohesive devices (repetition: <i>water, water, the water</i>)	a few frequently used cohesive devices (repetition: <i>this leaf is red, this leaf is yellow</i>)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	simple types of elaboration (newly learned single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the</i> or <i>these clouds</i>)
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	words, pictures, and phrases (<i>cats and dogs</i>)	words, pictures, phrases and chunks of language (<i>cats meow and dogs bark</i>)	sentence fragments (<i>cats and dogs</i>)	sentence fragments and emerging use of simple sentences (<i>Dogs sleep, Dogs bark.</i>)	simple sentences (<i>Cats like to climb. Dogs like to run.</i>)	sentences with emerging use of clauses (<i>My cat sleeps all day. My dog runs all the time. They are my pets.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	frequently reoccurring words and phrases (<i>Good Morning, let's play</i>)	emerging use of words and phrases with attempted precision (<i>Today is Friday, September 15.</i>)	few frequently used words and phrases with emerging precision (<i>lunch time, morning meeting</i>)	some frequently used words and phrases with some precision (<i>my pattern is red, blue, red, blue</i>)	a small repertoire of words and phrases with developing precision (<i>beautiful butterfly, repeating pattern</i>)	a growing repertoire of words and phrases with growing precision (<i>green and yellow stripes</i>)

Section 3: Grade-Level Cluster Materials

335

Grade 1 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around topics (<i>all about pandas</i>) with repetition, rhyming, and common language patterns	around topics (<i>all about pandas</i>) with short sentences	around topics (habitat, diet, behavior) through multiple related simple sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text (to inform, narrate, entertain)	to meet a purpose through generic (not genre-specific) organizational patterns in texts (beginning, middle, end)
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	patterned language with repetitive words, phrases, and sentences	repetitive chunks of meaning across a text (<i>Brown bear, brown bear, what do you see?</i>)	some frequently used cohesive devices (demonstratives: <i>these, those, that, this</i>)	a few different types of cohesive devices (repetition, pronoun referencing, etc.)	multiple types of cohesive devices (synonyms, antonyms, <i>(We are all alike. We are all different.)</i>)	a variety of cohesive devices that connect larger meaningful chunks of text (class/ subclass: <i>animals like dogs, cats, tigers</i>)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	frequently used single word noun groups (<i>dinosaurs</i>)	frequently used multi-word noun groups (<i>big tall dinosaurs</i>)	multi-word noun groups with connectors (<i>a big and hungry dinosaur</i>)	expanded noun groups with classifiers (<i>the biggest meat-eating dinosaurs</i>)	expanded noun groups with prepositional phrases (<i>the meat-eating dinosaurs in the jungle</i>)	expanded noun groups with embedded clauses (<i>the biggest meat-eating dinosaurs, who lived at that time</i>)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	words, pictures, phrases, and chunks of language (<i>turtle eggs</i>)	chunks of language (<i>turtles swimming</i>)	simple sentences (<i>Turtles swim in the ocean.</i>)	related simple sentences (<i>Turtles are reptiles. They like warm water.</i>)	multiple related simple sentences (<i>There are many types of turtles. Some live in the ocean. Other turtles live in lakes and rivers.</i>)	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: <i>Some turtles eat only sea grasses, but others eat shrimp, crabs, and small fish.</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	repeated words and phrases in familiar contexts and topics (<i>classroom helpers</i>)	frequently used words and phrases in familiar contexts and topics (<i>Would you like to share...?</i>)	situation-specific words and phrases (<i>Plant the seeds in this pot.</i>)	an increasing number of words and phrases (<i>Tell me about your picture on the left.</i>)	a growing number of words and phrases in a variety of contexts (<i>How many red triangles are there?</i>)	an expanding number of words and phrases, including idioms and collocations (<i>plus and minus</i>)

Grade 1 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose	sentences that convey an intended purpose with an emerging organizational pattern (<i>one day, first, last, I think, etc.</i>)	short texts that convey an intended purpose using basic connectors (<i>first, and then, next</i>)	text that conveys an intended purpose (retelling an experience) using generic (beginning, middle, end or sequencing) organizational patterns
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	patterned language with repetitive phrases and sentences (<i>The big, hungry bear...</i>)	few frequently used cohesive devices (repetition: <i>The tiger... The tiger...</i>)	some frequently used cohesive devices (simple pronouns: <i>it, they, she, he</i>)	some formulaic cohesive devices (pronoun referencing: <i>my ball, her brother, they gave it to us, etc.</i>)	a growing number of cohesive devices (emerging use of articles to refer to the same word, substitution/ omission: <i>that one, so did I</i>)	an expanding number of cohesive devices to connect larger bundles of meaning (class/ subclass: <i>wild animals like lions, bears, tigers</i>)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>those big fluffy white clouds</i>)	a variety of types of elaboration (adding in a variety of adjectives)
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	words, pictures, phrases, and chunks of language (<i>flowers and trees</i>)	sentence fragments (<i>grow taller</i>)	sentence fragments and emerging use of simple sentences (<i>had no water so died</i>)	simple sentences (<i>Plants need water. They need sun.</i>)	sentences with emerging use of clauses (<i>Plants need water but... They need sun. Those ones died.</i>)	simple and compound sentences (with some coordinating conjunctions: <i>Our plants died and those ones did too.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and disciplinary language with...					
	emerging use of words and phrases with attempted precision (<i>over there, line up in a row</i>)	few frequently used words and phrases with emerging precision (<i>lunch time, clean up my desk</i>)	some frequently used words and phrases with some precision (<i>have a nice day, I'm finished</i>)	a small repertoire of words and phrases with developing precision (<i>best friend, the red ball</i>)	a growing repertoire of words and phrases with growing precision (<i>preschool friends, math time, after lunch</i>)	an expanding repertoire of words and phrases including idioms and collocations, with expanding precision (<i>do homework, saving time</i>)

Grades 2-3 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around general topics (continents, shapes, animals) with short sentences	around specific topics (habitats, diet, behavior) with multiple related simple sentences	to meet a purpose (to inform, narrate, argue or explain) in a series of extended sentences	to meet a purpose in a short text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	repetitive chunks of meaning across text (<i>red crayon, yellow crayon, blue crayon</i>)	frequently used cohesive devices (demonstratives: <i>this, that, these, those</i>)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: shapes like circles, triangles, and rectangles)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, class/subclass, substitution: <i>The rectangle is a big one.</i>) and ellipsis (<i>There isn't any. [milk]</i>)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	frequently used multi-word noun groups (<i>green frogs</i>)	multi-word noun groups with connectors (<i>green and slimy frogs</i>)	expanded noun groups with classifiers (<i>tree frogs and poison frogs</i>)	expanded noun groups with prepositional phrases (<i>three little green tree frogs on the log</i>)	expanded noun groups with embedded clauses (<i>three little green tree frogs that jumped into the water</i>)	expanded noun groups with a variety of embedded clauses (<i>three little green tree frogs with long legs that swam away and didn't come back</i>)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	chunks of language (<i>stick to rocks and coral</i>)	simple sentences (<i>They stick to rocks and coral.</i>)	related simple sentences (<i>They look like plants. They stick to rocks and coral.</i>)	multiple related simple sentences (<i>They are called anemones. They look like plants. They stick to rocks and coral.</i>)	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: <i>They are called anemones and they look like plants.</i>)	compound sentences with frequently used ways of combining clauses (using coordinating conjunctions: <i>Anemones look like plants but they are sea animals.</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	frequently used words and phrases in familiar contexts and topics (<i>time to clean up</i>)	situation-specific words and phrases (<i>How do we spell that word?</i>)	an increasing number of words and phrases (my favorite characters in this story)	a growing number of words and phrases in a variety of contexts (nonfiction books)	an expanding number of words and phrases, including idioms and collocations (plus and minus)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (in the book about dolphins...)

Grades 2-3 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words and phrases to represent ideas with an intended purpose (to inform, narrate, share opinion)	short sentences linked by topic to convey intended purpose	sentences convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: <i>Last week, When I was five, I think, etc.</i>)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (opinion and reasons; information and details)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	few frequently used cohesive devices (repetition)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	Simple elaboration (single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the</i> or <i>these clouds</i>)	a variety of types of elaboration (adding in a variety of adjectives)	a wide variety of types of elaboration (adding in embedded clauses after the noun (<i>those storm clouds that we saw yesterday</i>))
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	sentence fragments (<i>triangles and rectangles</i>)	sentence fragments and emerging use of simple sentences (<i>triangle has three sides</i>)	simple sentences (<i>A square has 4 right angles.</i>)	sentences with emerging use of clauses (<i>We put triangles, then rectangles</i>)	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: <i>We put blue triangles, then we put red triangles.</i>)	compound and complex sentences with frequently used ways of combining clauses (with a broad range of coordinating conjunctions: <i>We put blue triangles, then red triangles, but there was no pattern.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	few frequently used words and phrases with emerging precision (<i>Time to eat?</i>)	some frequently used words and phrases with some precision (<i>three groups of four equals...</i>)	a small repertoire of words and phrases with developing precision (<i>best friend, the red ball</i>)	a growing repertoire of words and phrases with growing precision (<i>preschool friends, math time, after lunch</i>)	an expanding repertoire of words and phrases including idioms and collocations with expanding precision (<i>hard as a rock</i>)	flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (<i>rounding off and finding the mean</i>)

Grades 4-5 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around specific topics (<i>clean water</i>) with multiple related simple sentences	to meet a purpose (to inform, argue, explain or narrate) in a series of topic-related extended sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in a text (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons across a text
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	frequently used cohesive devices (repetition, demonstratives)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (including class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text including substitution and ellipsis	cohesive devices and common strategies that connect ideas throughout text (given/new)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	multi-word noun groups with connectors (<i>mean and nasty bullies</i>)	expanded noun groups with classifiers (<i>mean and nasty fourth grade bullies</i>)	expanded noun groups with prepositional phrases (<i>my favorite character in this book</i>)	expanded noun groups with embedded clauses (<i>my favorite character who stood up to the bullies</i>)	expanded noun groups with a variety of embedded clauses (<i>my favorite character who stood up to the bullies and hardship</i>)	expanded noun groups with a wide variety of embedded clauses and compacted noun groups (nominalization: <i>she stood up to bullies = her courage</i>)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	simple sentences (<i>Strong winds blow through the forest.</i>)	related simple sentences (<i>Winds blow through the forest. The trees sway and shake.</i>)	multiple related simple sentences (<i>Winds blow through the forest. The trees sway and shake. Dead branches fall off to the ground.</i>)	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: <i>The trees sway and shake, and dead branches fall off to the ground.</i>)	compound sentences with frequently used ways of combining clauses (<i>Strong winds blow through the forests, but the mighty oaks stand tall and proud.</i>)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (<i>When strong winds blow through the forests, the trees sway and shake.</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	situation-specific words and phrases (<i>between those two black wires</i>)	an increasing number of words and phrases (<i>Over there on the board?</i>)	a growing number of words and phrases in a variety of contexts (<i>lightbulb went off, the electric circuit</i>)	an expanding number of words and phrases including idioms and collocations (<i>push and pull, quit pulling my leg</i>)	a variety of words and phrases, such as adverbials of time, manner, and place; verb types; collocations; and abstract nouns (<i>the invisible force between two magnets</i>)	a wide variety of words, phrases, and expressions with multiple meanings across content areas (<i>electric shock versus I'm shocked</i>)

Grades 4–5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	short sentences linked by topic to convey an emerging sense of purpose (to inform, explain, argue, narrate)	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: <i>first, and then, then</i>)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action)	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text (<i>the first reason, the second reason, the evidence is...</i>)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	some frequently used cohesive devices (repetition, demonstratives)	some formulaic cohesive devices (pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding variety of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (substitution, ellipsis, given/new)	a wide variety of cohesive devices used in genre- and discipline-specific ways
DISCOURSE Density of language	Elaborate or condense ideas through...					
	a few types of elaboration (adding familiar adjectives to describe nouns: <i>maple syrup</i>)	some types of elaboration (adding newly learned or multiple adjectives to nouns (<i>thick, sweet, sticky maple syrup</i>))	a growing number of types of elaboration (adding articles or demonstratives to nouns: <i>the dark syrup</i>)	a variety of types of elaboration (adding in a variety of adjectives including concrete and abstract nouns: <i>the long, slow process...</i>)	a wide variety of types of elaboration (adding in embedded clauses after the noun: <i>the sap which boiled for six hours...</i>)	flexible range of types of elaboration that includes embedded clauses and condensed noun groups (elaborating: <i>a sweet sap that turned into a delicious syrup after hours of boiling and condensing through nominalization: this tedious process</i>)

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Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	sentence fragments and emerging use of simple sentences (<i>the blue one, the red one</i>)	simple sentences (<i>The red side pushed away. The blue side stayed.</i>)	sentences with emerging use of clauses (<i>The red side blocked the paperclip. The blue side picked it up. They are opposites.</i>)	simple or compound sentences with familiar ways of combining clauses (with coordinating conjunctions: <i>The red side repelled the paperclip, but also it....</i>)	compound and complex sentences with frequently used ways of combining clauses (with coordinating conjunctions: <i>Neither the red one nor the blue one...</i>)	compound and complex sentences characteristic of the genre and content area, with a variety of ways of combining clauses (with a range of techniques to extend, or shorten sentences: <i>The magnetic force caused the paperclip to lift off the table because the paperclip is metal.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	some frequently used words and phrases with some precision (<i>social studies, government</i>)	a small repertoire of words and phrases with developing precision (<i>branches of government, executive power</i>)	a growing repertoire of words and phrases with growing precision (<i>the founders, "two if by land..."</i>)	an expanding repertoire of words and phrases, including idioms and collocations with expanding precision (<i>the lights are on but nobody's home...</i>)	a flexible repertoire of words and phrases, such as adverbials of time, manner, and place; verb types; and abstract nouns; with consistent precision (<i>as a result of the war, forming a new nation</i>)	a variety of words and phrases, including evaluation, obligation, idioms, and collocations (<i>necessary sacrifices, outdated law, fit for a king</i>)

Grades 6-8 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	to meet a purpose (to inform, narrate, entertain, argue, explain) in a series of topic-related sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (orientation and explanation sequence)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	a few different types of cohesive devices (repetition, pronoun referencing, demonstratives, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, substitution, ellipsis)	cohesive devices and common strategies that connect ideas throughout text (given/new)	various types of cohesive devices and strategies that connect ideas throughout text
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	expanded noun groups with classifiers (<i>crescent moon</i>)	expanded noun groups with prepositional phrases (<i>waxing crescent moon in the second half of the month</i>)	expanded noun groups with embedded clauses (<i>waxing crescent moon that was growing each day</i>)	expanded noun groups with a variety of embedded clauses (<i>predictable and observable moon phases in your particular time zone</i>)	expanded noun groups with a wide variety of embedded clauses and compacted noun groups (nominalization)	multiple ways of elaborating and condensing text to enrich the meaning and add details characteristic of genres and content areas (<i>the relative positions of the sun, earth, and moon cause these changes</i>)

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	related simple sentences (<i>African savannas are full of wildlife.</i>)	multiple related simple sentences (<i>African savannas are full of life. Explore Tanzania.</i>)	simple or compound sentences with familiar ways of combining clauses through (using coordinating conjunctions: <i>African savannas are unique and they have amazing wildlife.</i>)	compound sentences with frequently used ways of combining clauses (<i>A variety of wildlife live in the savanna such as...</i>)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (<i>Since it's an ecosystem, it has a variety of...</i>)	a wide variety of sentence types that show a variety of increasingly complex relationships (condition, concession, contrast) addressing genre, audience, and content area (<i>The Black Rhino is at risk of extinction, unless...</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	an increasing number of words and phrases (<i>don't be late for class</i>)	a growing number of words and phrases in a variety of contexts (<i>inside the membrane</i>)	an expanding number of words and phrases including idioms and collocations (<i>gravity is bringing me down</i>)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (<i>at the speed of light</i>)	a wide variety of words, phrases, and expressions with multiple meanings across content areas	strategic use of various words, phrases, and expressions with shades of meaning across content areas (<i>trembling in the corner, pounding rain, the whisper of dragonfly wings</i>)

Grades 6–8 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organization (signaled with some paragraph openers: <i>First...Finally, In 1842, This is how volcanos form</i>)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text (<i>the first reason, the second reason, the evidence...</i>)	text that conveys intended purpose using genre-specific organizational patterns using a wide range of ways to signal relationships throughout the text
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	some formulaic cohesive devices (repetition, pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices (substitution, omission, synonyms, antonyms, whole/part, class/subclass) used in genre- and discipline-specific ways
DISCOURSE Density of language	Elaborate or condense ideas through...					
	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the or these clouds</i>)	a variety of types of elaboration (adding classifiers: <i>cumulus and cumulonimbus clouds</i>)	a wide variety of types of elaboration (adding in embedded clauses after the noun: <i>those storm clouds that we saw yesterday</i>)	a flexible range of types of elaboration and some ways to condense ideas (<i>scary looking storm clouds that turned dark in a matter of minutes and condensing through nominalization: that storm system</i>)	multiple types of elaboration and a growing number of ways to condense ideas throughout a text

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	simple sentences (<i>The main character is Harry. He is a wizard.</i>)	sentences with emerging use of clauses (no conjunctions: <i>The main character is Harry. His friends are... They go to Hogwarts.</i>)	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: <i>He goes to Hogwarts School and his friends are...</i>)	compound sentences with frequently used ways of combining clauses (<i>They fight the forces of evil, yet they can't overcome them.</i>)	compound and complex sentences with a variety of ways of combining clauses characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: <i>Harry has a lightning bolt scar because he was attacked when...</i>)	a wide variety of sentence types with increasingly complex clause relationships (condition, cause, concession, contrast) addressing genre, audience, and content area (<i>When Harry is close to Voldemort, his scar throbs.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	a small repertoire of words and phrases with developing precision (<i>order of operations, on page 12</i>)	a growing repertoire of words and phrases with growing precision (<i>kinetic energy, law of motion</i>)	an expanding repertoire of words and phrases including idioms and collocations with expanding precision (<i>love-hate relationship</i>)	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (<i>fill the beaker to the top line</i>)	a variety of words and phrases, including evaluation and obligation, with precision (<i>stupid test, we should figure this out</i>)	a wide variety of words and phrases with precision (<i>weighing 4.4 pounds on Earth, wrong answer</i>) according to the genre, purpose and discipline

Grades 9-12 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	to meet a purpose (to inform, narrate, entertain) in a series of topic-related connected sentences	to meet a purpose through generic (not genre-specific) organization (introduction, body, conclusion)	to meet a purpose through specific organization (orientation and explanation sequence)	to meet a purpose through organizational patterns characteristic of the genre (claim, evidence, reasoning) that link ideas, events, and reasons across text	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)	According to authors' strategic use of generic structure (combining different genres to meet their social purpose) for particular effects and for a variety of audiences
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text including (class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout a text (whole/part, substitution/omission)	cohesive devices and common strategies that connect ideas throughout a text (given/new)	various types of cohesive devices and strategies that connect ideas throughout a text	authors' strategic and creative ways to connect units of meaning throughout a whole text
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	expanded noun groups with prepositional phrases (<i>the chemical element with the symbol H</i>)	expanded noun groups with embedded clauses (<i>chemical element that has these physical properties</i>)	expanded noun groups with a variety of embedded clauses (<i>chemical element with the symbol Na and an atomic number 11 that ...</i>)	expanded noun groups with embedded clauses and compacted noun groups (nominalization)	a variety of noun groups expanded with pre- and post- modifiers (<i>the chemical element with the symbol H and atomic number 1</i>)	authors' strategic use of noun groups and nominalization to elaborate and condense ideas characteristic of various genres and content areas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	multiple related simple sentences (<i>All people have needs and wants. This is called demand.</i>)	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: <i>All people have needs and wants and it's called demand.</i>)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: <i>All people have needs and wants but there are only limited...</i>)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (<i>Whenever there is an increased demand, the prices go up.</i>)	a wide variety of sentence types that show various increasingly complex relationships (condition, cause, concession, contrast) addressing genre, audience, and content area (<i>Despite the obvious problems with equity, some people...</i>)	authors' strategic use of sentences that combine clauses reflecting increasingly complex relationships addressing genre, audience, and content area (<i>Interest rates are controlled by the Federal Reserve Bank, although some would argue...</i>) with awareness of how various sentences create different effects
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	a growing number of words and phrases in a variety of contexts (<i>sit tight for the announcements, in this novel</i>)	an expanding number of words and phrases including idioms and collocations (<i>to make a long story short</i>)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (<i>within seconds</i>)	a wide variety of words, phrases, and expressions with multiple meanings across content areas (<i>division of power versus long division</i>)	strategic use of various words, phrases, and expressions with shades of meaning across content areas (<i>tumultuous and catastrophic events</i>)	authors' flexible and strategic use of words and phrases across a variety of contexts and content areas (<i>stares, hesitates, agonizes and finally...</i>)

Grades 9-12 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

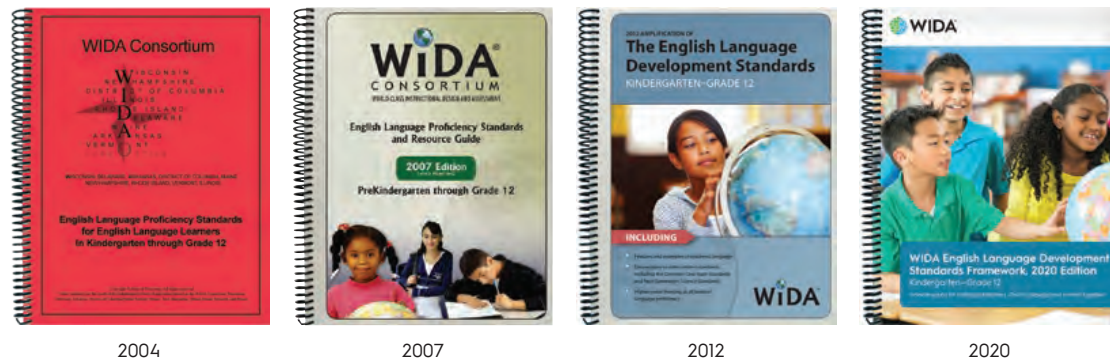
Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	short text that conveys intended purpose using predictable organization (paragraph openers: <i>First...</i> , <i>Finally</i> , <i>In November</i> , <i>Plant cells have...</i>)	expanding text that conveys intended purpose using generic (not genre-specific) organization (introduction, body, conclusion) with some paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (claims and counterclaims or rebuttals) with strategic ways of signaling relationships between paragraphs and throughout a text	text that conveys intended purpose using genre-specific organizational patterns with a wide range of ways to signal relationships throughout the text	elaborated text that conveys authors' intended and strategic purpose, including flexibility in combining multiple genres for a variety of audiences and effects.
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	a growing number of cohesive devices (demonstratives, repetition)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices used in genre- and discipline-specific ways	a flexible and strategic use of cohesive devices
DISCOURSE Density of language	Elaborate or condense ideas through...					
	some types of elaboration (demonstratives: <i>these five rules</i>)	an expanding number of types of elaboration (adding classifiers: <i>Roman empire</i>)	a variety of types of elaboration (adding in embedded clauses after the noun: <i>ancient kingdoms which were buried by ash</i>)	a wide variety of types of elaboration and some ways to condense ideas that includes embedded clauses and condensed noun groups through nominalization	a flexible range of types of elaboration and a growing number of ways to condense ideas	multiple and strategic use of language features to elaborate and condense ideas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	simple sentences with emerging use of clauses (<i>Bolivia is in South America. It's a home to...</i>)	simple or compound sentences with familiar ways of combining clauses with some coordinating conjunctions (<i>Bolivia is in South America and it's a home to...</i>)	compound sentences with frequently used ways of combining clauses that use a broad range of techniques to connect ideas (<i>Democracy was established in the 1980s, yet, leaders...</i>)	compound and complex sentences with a variety of ways of combining clauses in characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: Although the northern part of...)	a wide variety of sentence types that show complex clause relationships (condition, cause, concession, contrast) through addressing genre, audience, and content area (Despite the country's suffering...)	strategic use of multiple techniques and strategies for creating increasingly complex clause relationships that address genre, audience, and content area (Even though Spanish is the official language, several indigenous languages are spoken.)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	a growing repertoire of words and phrases with growing precision (<i>mitosis, symbiotic relationships</i>)	an expanding repertoire of words and phrases such as idioms and collocations with expanding precision (<i>miss the boat</i>)	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (<i>by exploring cultures, later that day</i>)	a variety of words and phrases, including evaluation and obligation, with precision (<i>we shall overcome</i>)	a wide variety of words and phrases with precision (<i>the dictator ruled with terror</i>) according to the genre, purpose, and discipline	flexible and strategic use of various words and phrases (<i>marveled at the Eiffel Tower</i>) according to the genre, purpose, and discipline

Appendix E: High-Level Comparison of WIDA Standards Editions From 2004 to 2020

Figure E-1: Editions of the WIDA Language Standards



Since its inception in 2003, WIDA's Can Do Philosophy has been its mantra and has underscored the four editions of English language development standards—released in 2004, 2007, 2012, and 2020. The editions of the standards have evolved over time to remain current with research, theory, policy, practice, and the demands of academic content standards. Even as editions continue to evolve, throughout the years WIDA has remained steadfast in its commitment to equitable educational opportunities for multilingual learners as exemplified in its standards' documents and resources, and it stands behind the original five standards statements that have anchored all its editions.

Certain universal themes (although represented in slightly different ways) are threaded throughout the four editions of the standards:

- First, WIDA has always envisioned language through a content lens (as is evident in its standards statements) and the importance of intertwining the two constructs as a means of contextualizing learning.
- Second, WIDA has maintained a functional approach to language development (as is evident in its Language Functions), where a purpose has always been attached to meaningful communication.
- Historically, the standards statements have been couched in a larger framework that has included K-12 Performance Definitions that, in 2020, have been converted to grade-level cluster Proficiency Level Descriptors.
- Lastly, WIDA has always complied with federal requirements of the Elementary and Secondary Education Act, for years representing language as four independent language domains—listening, speaking, reading, and writing—and most recently combining and extending the language domains to represent interpretive and expressive modes of communication.

See the next page to compare changes in thinking across the editions of the WIDA language development standards.

Table E-1: Comparison of Editions of the WIDA Language Standards

<i>WIDA Consortium English Language Proficiency Standards, 2004 Edition</i>	<i>The WIDA English Language Proficiency Standards, 2007 Edition</i>	<i>The 2012 Amplification of the WIDA English Language Development Standards</i>	WIDA ELD Standards Framework, 2020 Edition
The WIDA Can-Do Philosophy and the Five ELD Standards Statements	The WIDA Can-Do Philosophy and the Five ELD Standards Statements	The WIDA Can-Do Philosophy and the Five ELD Standards Statements	The WIDA Can-Do Philosophy and the Five ELD Standards Statements
Language Domains: Listening, Speaking, Reading, Writing	Language Domains: Listening, Speaking, Reading, Writing	Language Domains: Listening, Speaking, Reading, Writing	Interpretive (Listening, Reading, Viewing) and Expressive (Speaking, Writing, Representing) Modes of Communication
Language Supports through English Language Proficiency Levels 2-3	Language Supports through Level 4	Language Supports through Level 4	Multimodal communication infused throughout the document
Functional View of Language: Wide range of Language Functions within Model Performance Indicators	Functional View of Language: Wide range of Language Functions within Model Performance Indicators	Functional View of Language: Wide range of Language Functions within Model Performance Indicators	Functional View of Language: Key Language Uses (Narrate, Inform, Explain, Argue), the organizing frame for the standards statements, gain specificity in Language Expectations with supporting Language Functions and Features
K-12 Performance Definitions address three criteria: linguistic complexity; technical language; phonological, syntactic, and semantic understanding and use	PreK-12 Performance Definitions address three criteria: linguistic complexity, language control, vocabulary usage	K-12 Performance Definitions for Receptive and Productive Language address three dimensions—discourse, sentence, and word/phrase—within a sociocultural context	Grade-level Cluster Proficiency Level Descriptors (K, 1, 2-3, 4-5, 6-8, & 9-12) for interpretive and expressive Modes are aligned to the 2012 K-12 Performance Definitions and address three dimensions of language—discourse, sentence, and word/phrase—within a sociocultural context

<i>WIDA Consortium English Language Proficiency Standards, 2004 Edition</i>	<i>The WIDA English Language Proficiency Standards, 2007 Edition</i>	<i>The 2012 Amplification of the WIDA English Language Development Standards</i>	WIDA ELD Standards Framework, 2020 Edition
ELD Standards Statements, Performance Definitions, and Model Performance Indicators as centerpieces for Frameworks for Large-Scale Assessment and Classroom Instruction and Assessment	ELD Standards Statements, Performance Definitions, and Model Performance Indicators as centerpieces for Formative and Summative Frameworks	WIDA Standards Framework: Guiding Principles Exemplifying the WIDA Can Do Philosophy, Developmentally Appropriate Academic Language in Sociocultural Contexts, Performance Definitions, Can Do Descriptors, and Standards & their Matrices	WIDA Standards Framework: ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors
Content topics in Model Performance Indicators with additional topics addressed through transformations	Content topics in Model Performance Indicators with additional topics addressed through transformations	Content Connections to Academic Content Standards along with content topics in strands of Model Performance Indicators	Concepts derived from Academic Content Standards and Disciplinary Practices tied to Language Expectations

Appendix F: Theoretical Foundations of the WIDA ELD Standards Framework, 2020 Edition

In the years since the 2012 Amplification of the WIDA English Language Development (ELD) Standards, the U.S. educational terrain has changed substantively. A decade has passed since the adoption of new state academic content standards, providing educators with time to build familiarity with the performance expectations, disciplinary shifts, and 21st century skills described within these standards. Policy has shifted as well, as states strive to meet requirements under the latest iteration of the Elementary and Secondary School Act, the *Every Student Succeeds Act* (ESSA) of 2015.

Even as general educators' familiarity with academic content standards increases, many still express a strong need for explicit, practical guidance on how to best support multilingual learners' access to grade-level academic content standards. Yet, without increased access to such guidance and related supports, there remains a risk that multilingual learners' opportunities to develop language and literacy resources for a range of purposes, audiences, and disciplinary situations may be limited rather than fostered (Understanding Language Initiative, 2012; Walqui & Bunch, 2020). WIDA seeks to broaden the reach of its guidance by creating ELD standards that are accessible, not only to language specialists, but also to content specialists.

To provide clear guidance to diverse stakeholders in a changing educational landscape, WIDA has used the 2020 Edition as an opportunity to clarify and renew the theoretical foundations of the WIDA ELD Standards Framework. The 2020 Edition leverages a functional theoretical approach to language development, more specifically to a variant of genre theory popularized for use in K-12 schools (e.g., Brisk, 2014; Derewianka & Jones, 2016; Gibbons, 2015; Humphrey et al., 2012; Schleppegrell, 2004). In particular, by electing to organize the 2020 Edition around the high-leverage genre families most prominent in content area standards (de Oliveira et al., 2019), WIDA is prompting K-12 educators to attend to language development in a clear and systematic way during content learning, as well as to prioritize language as a meaning-making resource, as opposed to a static inventory of rules and structures. The 2020 Edition provides educators with resources to explicitly teach language in a way that enhances learning in disciplinary contexts.

The following two sections of this document provide the following:

- I. An overview of theoretical framing that permeates the Big Ideas in the 2020 Edition of the WIDA ELD Standards Framework
- II. Theories and research that informed the development of each of the four components in the WIDA ELD Standards Framework

I. Big Ideas that Permeate the 2020 Edition of the WIDA ELD Standards Framework

The theoretical underpinnings of WIDA English Language Development Standards Framework, 2020 Edition, remain connected to four Big Ideas that have propelled WIDA forward since its inaugural edition of the ELD Standards in 2004.

Figure F-1: Four Big Ideas in WIDA ELD Standards Framework, 2020 Edition



The four Big Ideas anchor the standards framework and are interwoven throughout the document.

Equitable Opportunity and Access

For more than a decade, concerns about student achievement have focused attention on the need to improve student opportunity to learn (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 2014). Researchers have worked to expand general education opportunity-to-learn models to include linguistic and cultural dimensions impacting multilingual learners. A well-received series of studies (summarized in Aguirre-Muñoz & Ambiasca, 2010) challenged the conventional wisdom that language education should focus on making content comprehensible (e.g., Krashen & Terrell, 1983) by finding that explicit instruction of language has a stronger, positive impact on multilingual learner academic performance and improving equitable access to grade-level curriculum, instruction, and assessment.

Explicit language instruction has a stronger positive impact on enhancing equitable access and the academic performance of multilingual learners than simply focusing on making content comprehensible.

Another significant shift promoted in the 2020 Edition is an acknowledgement of the importance of *effective* language use by students across a variety of contexts, rather than a more conventional definition of language proficiency that focuses on student accuracy to match an idealized, yet static form of English (Pennycook, 2010). While correctness and accuracy are not irrelevant, sole focus on these in the classroom can ultimately exclude students from being effective language users. A focus on *effective* language use ensures that variability of language production is accepted and built upon.

An expanded view of language development in academic settings is designed to foster classroom engagement of multilingual learners by supporting the use of initially “imperfect” English, for example, as they participate in knowledge co-construction during classroom discussions (Canagarajah, 1999; MacDonald et al., 2014). It is an important step in overcoming the tendency to perceive multilingual learners as if they were failed native speakers (Kibler & Valdés, 2016) or to view multilingual learners’ cultural differences as deficits, devaluing the “funds of knowledge” found in individual, home, and community strengths and resources (González et al., 2005). A commitment to an asset-based approach is essential for multilingual learners to flourish in school and beyond (Grant, 2012).

Multilingual learners bring linguistic, cultural, experiential, and social and emotional funds of knowledge (González et al., 2005) which they can access and enact, especially when taught through culturally sustaining pedagogy (Paris, 2012). In the language development literature, what is known as “taking the multilingual turn” encourages educators to view multilinguals not just as *learners of language* in comparison to a monolingual benchmark, but to value multilinguals as language users (Cook, 2003) “who have the ability to select, adapt, negotiate, and use a range of linguistic resources that are appropriate in the context” (Mahboob & Dutcher, 2014, p. 117). Language development and content learning are enhanced when multilingual learners use their full linguistic repertoires, including translanguaging practices (García et al., 2017; Hornberger & Link, 2012; Wei, 2018). The belief in multiple, multilingual competencies and an expanded view of language proficiency are reflected in the choice to update the name of the Key Uses of Academic Language (WIDA, 2016) to *Key Language Uses* in the 2020 Edition.

Accordingly, a foundational assumption within the WIDA ELD Standards Framework is the conceptualization of student academic performance not as purely an individual cognitive event, but as integrated within multiple sociocultural contexts and systems that include social activity, local institutions and communities, and broader ideologies (Douglas Fir Group, 2016). With this in mind, the 2020 Edition seeks to help educators create the conditions that support development of language and literacy while guarding against the inherently limiting view that lack of success in schooling is a problem that originates primarily from within the child (Escamilla, 2015).

A commitment to an asset-based approach is essential for multilingual learners to flourish in school and beyond.

The Big Idea of Equity moves beyond classroom walls to underscore some of the ways in which language is inextricably connected with identity, culture, and race. Multilingual learners use and develop language in school to successfully meet academic content standards, but also to interpret and present different perspectives, build awareness of relationships, and affirm their identities (Cummins, 2001; Esteban-Guitart & Moll, 2014; May, 2014; Nieto, 2010). The Big Idea of Equity encourages educators to leverage multilingual learners’ assets, challenge biases in education (e.g., in terms of language, culture, and race), and develop student independence and agency (Little et al., 2017; Moll et al., 1992; Nieto & Bode, 2018; Perley, 2011).

Integration of Content and Language

The convergence of language development and content learning has been supported in the literature on language education since the 1980s (see Mohan, 1986; Bailey & Butler, 2003; Gottlieb, 2003, among others), yet their integration did not appear in any set of U.S. English language proficiency standards until WIDA's inaugural edition in 2004. As recounted in Gottlieb (2016), WIDA's positioning of its standards has been situated in a long-term evolution of constructs influencing their design: In the 1980s, language teaching began to co-exist with content-based instruction; by the 2000s academic language use became infused in content areas; and today, there is a movement toward unity of language and content. As a result, the language-to-content relationship in ELD standards has grown more coherent and intertwined over the years.

The tighter integration of language and academic content has challenged the traditional separation of language from other semiotic resources (Kress & van Leeuwen, 2001). In positioning the 2020 Edition to spotlight the variety of ways in which disciplinary language is used in content area learning, WIDA is drawing educators' attention to multimodality, the use of multiple means of communication. Multimodality is inherent to and essential for how students make meaning and engage in disciplinary practices. In addition to the use of spoken and written language, students also communicate through gestures, facial expressions, images, equations, maps, symbols, diagrams, charts, videos, graphs, computer-mediated, and other means (Kress, 2009; Unsworth & Macken-Horarik 2015).

By underscoring the multimodal nature of both language development and content area learning, the 2020 Edition seeks to increase educators' awareness of the multifaceted ways in which multilingual learners communicate and construct meaning.

The 2020 Edition integrates language and multimodal communication, defining text as spoken, written, and multimodal (Choi & Yi, 2016; Jewitt, 2008; van Lier, 2004; Zwiers & Crawford, 2011). Honoring students' use of multimodalities is vitally important for providing them access to their full funds of knowledge and complete range of meaning-making abilities, as use of multimodalities increases the flexibility with which students can interpret and create meaning.

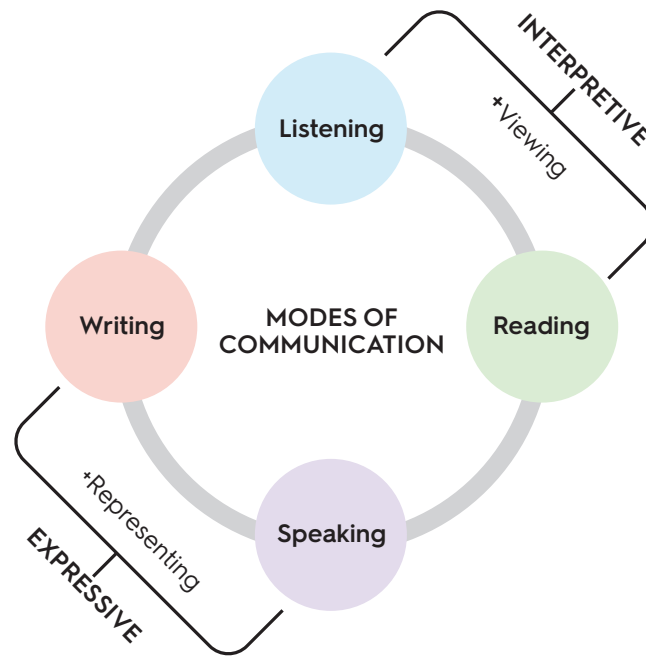
This spotlight on the multimodal nature of both language development and content area learning, and on the multifaceted ways in which multilingual learners communicate and construct meaning creates a natural connection to the principles of Universal Design for Learning, namely multiple means of engagement, representation, and action and expression (CAST, 2015; Meyer & Rose, 2005).

In the 2020 ELD Standards Framework, the Language Expectations and the Proficiency Level Descriptors are organized according to communication modes. A communication mode is defined as "a socially and culturally shaped resource for making meaning" (Bezemer & Kress, 2008, p. 171). Examples of modes include, but are not limited to, images, videos, symbols, charts, tables, graphs, and oral/written language.

In the 2020 Edition, the four traditional domains of listening, reading, speaking, and writing have been consolidated into two more inclusive modes of communication: interpretive and expressive. The updated terms emphasize increased accessibility options for students and emphasize multimodal forms of communication, namely viewing in conjunction with listening and reading, as well as *representing* in

conjunction with speaking and writing (Cope & Kalantzis, 2015; New London Group, 1996). Expanded accessibility options also support the alternative forms of communication used by those multilingual learners with identified disabilities (Shafer Willner & Mokhtari, 2018).

Figure F-2: Communication Modes Used in WIDA 2020 Edition



Collaboration among Stakeholders

Multilingual learners are educated in a variety of settings, each with its own unique populations, communities, resources, and approaches. Regardless of the type of educational setting and programming, a collaborative effort among state, district, school, and classroom levels is critical to providing multilingual learners with coherent, equitable, and high-quality learning experiences.

Language development occurs in tandem with content area learning and plays an important role in academic achievement (Boals et al., 2015; Bailey, 2013). It is crucial for the academic success of multilingual learners that both language specialists and content area teachers see themselves as having a responsibility to foster the language development of multilingual learners, and for educational systems to move away from the idea that language specialists alone should assume sole responsibility for students' language development (Valdés et al., 2014).

Teacher collaboration has been linked to improved learning outcomes and engagement, particularly for multilingual students.

Teacher collaboration has been linked to improved learning outcomes and engagement, particularly for multilingual students (Greenberg Motamedi et al., 2019). Collaborative work within trusting environments offers a foundation for inquiry and reflection into educators' own practices, thus providing a base that supports educators in taking risks and addressing challenges in their own practice (Darling-Hammond et al., 2017). As content and language teachers work together to plan and deliver standards-based instruction, they support one another, share unique fields of expertise, and take collective responsibility for the success of multilingual learners (Honigsfeld & Dove, 2011).

A Functional Approach to Language Development

The 2020 Edition renews and deepens WIDA's dedication to functional approaches to language development, informed by systemic functional linguistics (SFL) (e.g., Halliday & Matthiessen, 2004). In this theoretical tradition, language is defined as a resource for making meaning rather than as a set of rules for ordering isolated grammatical structures. Language offers a dynamic set of tools that can be used in the service of learning disciplinary concepts and practices (Schleppegrell, 2013). This theoretical perspective assumes that we use language for particular purposes, with particular audiences, and in particular sociocultural contexts. As such, the functional approach portrays language as a system of choices—influenced by the context of culture and situation (Halliday & Matthiessen, 2004).

Language development occurs as learners expand their meaning-making repertoires to develop control over increasing ranges of the registers and genres required both for school and for the learner's own purposes.

Particularly relevant to language development and disciplinary learning is the SFL approach to genre, or genre theory, which affords explicit and systematic explanation of the ways people use language *for social purposes* (Martin & Rose, 2007; Hyland, 2007). In other words, a genre can refer to a culturally situated, goal-oriented activity that uses recurrent patterns of language—such as ordering coffee, reading an editorial opinion in a newspaper, or instructing someone how to do or make something such as your favorite dish. Individual genres can be organized into broader genre families that use similar, broad patterns—such as narrating, informing, explaining, arguing and other groupings (Rose & Martin, 2012). As Mohan (1989) explains, “A genre is defined by its stages or schematic structures; it is defined on sequential patterns of discourse” (p. 102). What's most important is that genres are constantly evolving and shaped by the cultural practices of various communities, in and outside of school. Genres, therefore, are “not straightjackets, rather, they are flexible tools a writer uses to make meaning” (Martin & Rothery, 1981, p. 47).

When taking a functional approach, language development becomes more than a linear process of increasingly accurate structures, but an expansion of what multilingual learners can do with language in a diversity of contexts that expand through the years of schooling (Christie & Derewianka, 2008). In other words, language development occurs as learners expand their meaning-making repertoires in order to develop control over increasing ranges of the registers and genres required both for school and for the learner's own purposes (Hammond & Gibbons, 2005).

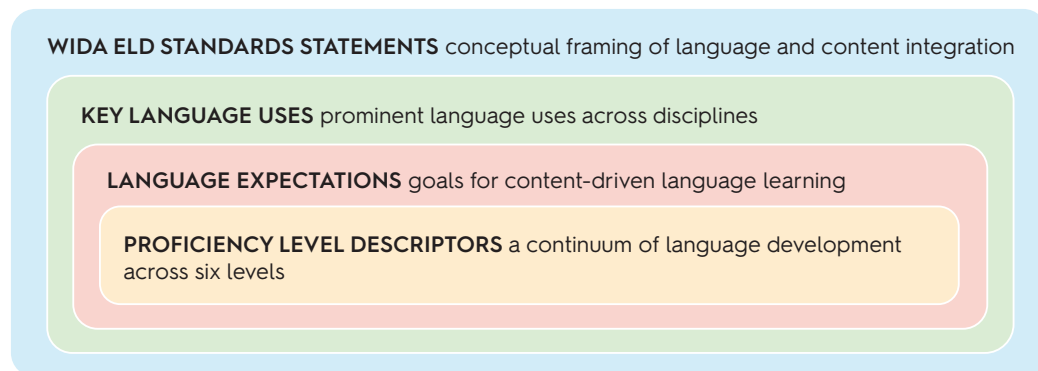
Building on the theoretical framing of the Big Ideas, the next section of this appendix details additional theoretical bases and applications for the design of the WIDA ELD Standards Framework, 2020 Edition.

II. Theoretical Underpinnings of the Four Components in the WIDA ELD Standards Framework, 2020 Edition

The Big Ideas discussed in the previous section are infused across the four components of the WIDA ELD Standards Framework:

- ELD Standards Statements
- Key Language Uses
- Language Expectations
- Proficiency Level Descriptors

Figure F-3: The WIDA ELD Standards Framework, 2020 Edition



ELD Standards Statements

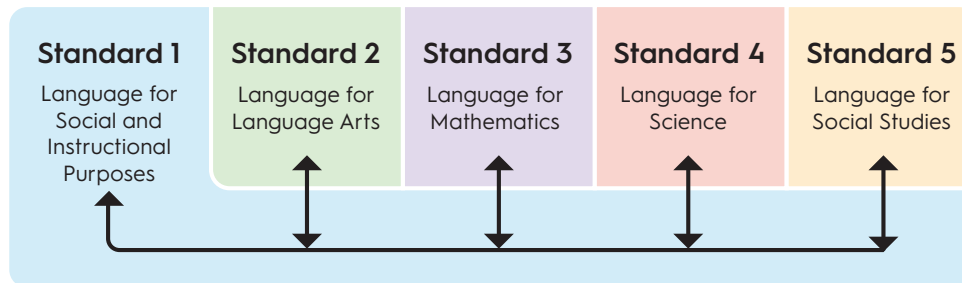
As noted previously, since 2004, the five original WIDA ELD Standard statements have emphasized the importance of providing multilingual learners with opportunities to understand how language works in the context of content area instruction (Bailey & Butler, 2003; Fang & Schlepppegrell, 2008; Gottlieb, 2003; Mohan, 1986; Mohan et al., 2001; Scarcella, 2003; Schlepppegrell, 2004). In the 2020 Edition, the abbreviations of the five standard statements have been shortened to emphasize the message that language is used for learning (Schlepppegrell, 2013) and as a tool for deepening student engagement in disciplinary learning (Valdés et al., 2014).

Table F-1: Updated Abbreviations for the WIDA ELD Standards, 2020 Edition

WIDA English Language Development Standards Statements	Abbreviations
Standard 1: English language learners communicate for Social and Instructional purposes within the school setting	ELD Standard 1: Language for Social and Instructional Purposes (ELD-SI)
Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts	ELD Standard 2: Language for Language Arts (ELD-LA)
Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics	ELD Standard 3: Language for Mathematics (ELD-MA)
Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science	ELD Standard 4: Language for Science (ELD-SC)
Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies	ELD Standard 5: Language for Social Studies (ELD-SS)

In the 2020 Edition, ELD Standard 1 (Language for Social and Instructional Purposes) has been purposefully repositioned to emphasize the message that it applies across a range of educational settings and is embedded throughout the four other ELD standards (Language for Language Arts, Mathematics, Science, and Social Studies). This repositioning moves beyond the binary view of social language as a precursor to academic language – introduced forty years ago using the configuration of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) (Cummins, 1981); since then, Cummins’ work has moved beyond the BICS/CALP dichotomy (e.g., Cummins et al., 2015). In the 2020 edition, students’ everyday language is viewed as a legitimate component of academic language development (May, 2014) and part of the system of choices students make in order to most effectively meet activity purpose and other contextual variables (e.g., Derewianka & Jones, 2016; Halliday & Matthiessen, 2004)

Figure F-4: Relationship among the WIDA ELD Standards



The emphases in Standard 1 have heightened attention to the notion that language, social-emotional, and cognitive development are interrelated processes that contribute to students' success in school and beyond (Aldana & Mayer, 2014; Barac & Bialystok, 2012; Gándara, 2015; Sánchez-López & Young, 2018). As students make their thinking visible (Ritchhart & Church, 2020), they communicate to learn, to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

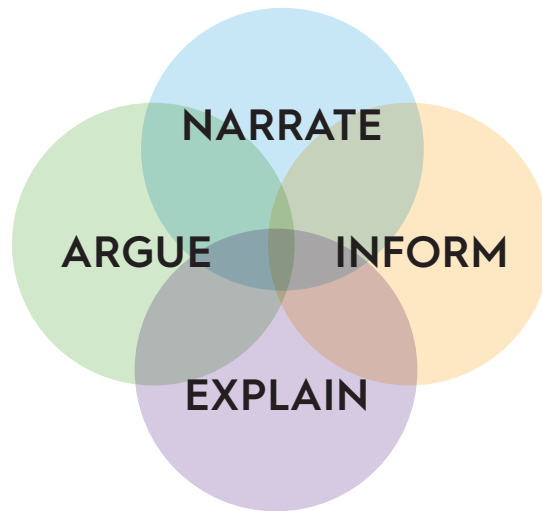
The five WIDA ELD standards are shaped by the following definitions:

- **Language:** a dynamic system used by particular communities for communicating with others. The choices we make with language enable us to accomplish many purposes, such as representing experiences, sharing ideas, enacting roles and relationships, and acting upon the world (e.g., Derewianka & Jones, 2016; Halliday & Matthiessen, 2004).
- **Language development:** an interactive social process that occurs over time to expand what we can do with language (e.g., Christie & Derewianka, 2008; Hammond & Gibbons, 2005).
- **Sociocultural context:** the association of language with the culture and community in which it is used. In schools, it refers to the interaction among students and the classroom environment, along with the influences that dynamically shape the environment, including purpose, topic, situation, participant's identities and social roles, and audience (e.g., Atkinson, 2011; Douglas Fir Group, 2016; Martin & Rose, 2007; Mohan, 1989). Other interrelated factors include social, emotional, motivational, cognitive, developmental, biological, and temporal contexts in which learning occurs (National Academies of Sciences, Engineering, and Medicine, 2018).
- **Learning:** The activation of developmental processes through interaction, collaboration, and negotiation with knowledgeable others and peers as part of activities embedded in contexts (Lantolf & Pavlenko, 1995; Leont'ev, 1978; Vygotsky, 1978).

In order to provide equitable access and opportunity for all students to learn and participate fully in standards-based, grade-level mainstream curriculum, educators should scaffold learning for multilingual learners across all levels of language proficiency (Hammond & Gibbons, 2005). Legally, all multilingual learners are entitled access to curriculum, instruction, and assessment (U.S. Department of Justice & U.S. Department of Education, 2015). An inherent part of sociocultural learning theories, scaffolding refers to an interactionally driven, contingent, and collaborative process of supporting student development of new skills, concepts, practices, and understandings to build student autonomy by providing the kind of support that will trigger student agency (Hammond & Gibbons, 2005; Vygotsky, 1978).

Key Language Uses

Figure F-5: Key Language Uses



In the 2020 Edition, WIDA organizes the ELD Standards Framework through Key Language Uses—Narrate, Inform, Explain, Argue—prominent genre families selected through a systematic analysis of academic content standards, disciplinary practices, and the literature. This re-orientation of the Key Language Uses aligns with de Oliveira’s multi-year analyses of genre expectations found in state content standards for English language arts, mathematics, social studies, and science (reported in de Oliveira et al., 2019).

De Oliveira’s analysis describes the development of key genres including narrating, informing, explaining, and arguing, using theoretical alignment with the Sydney School architecture found in Systemic Functional Linguistics and, more specifically, genre theory (Derewianka & Jones, 2016; Halliday & Matthiessen, 2004; Martin, 1985; Rothery, 1989). The American renditions of the Sydney School architecture were introduced in the United States by Schleppegrell (2001, 2004, 2007 2013) and have been further developed by a growing range of researchers (e.g., Brisk, 2014; Gebhard, 2019).

The integration of genre theory into the Key Language Uses organizes them into genre families and more clearly foregrounds *purpose for language* use as a key variable among contextual factors that influence language choices and bring to the forefront students’ authentic needs to accomplish various social and instructional purposes (Standard 1) and academic purposes (Standards 2-5).

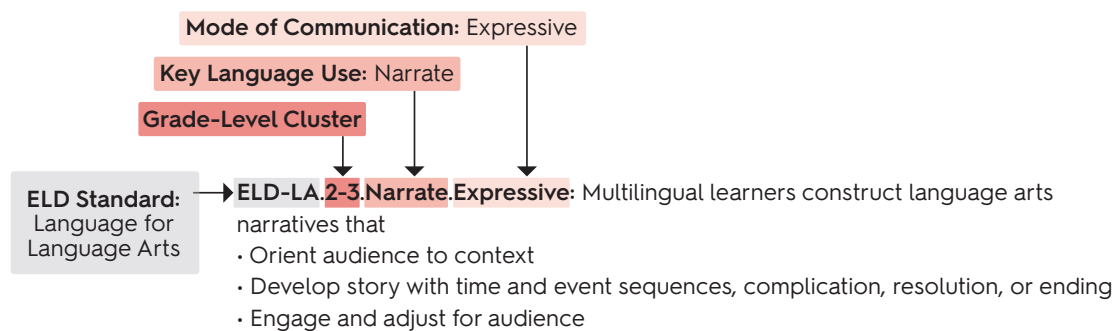
The integration of genre theory into the Key Language Uses organizes them into genre families and more clearly foregrounds *purpose for language* use as a key variable among contextual factors that influence language choices and bring to the forefront students’ authentic needs to accomplish various social and instructional purposes (Standard 1) and academic purposes (Standards 2-5).

WIDA recognizes that Key Language Uses are one of many different configurations for connecting content to language through standards. The emphasis placed on these four Key Language Uses is not intended to restrict curriculum and instruction; rather it accentuates the most prominent genre families that emerged out of WIDA's analysis as an organizing principle for the ELD Standards 2020 Edition.

Language Expectations

Developed from a systematic analysis of academic content standards, Language Expectations define specific contexts for language development and illustrate how language and content work together at each grade-level cluster. As illustrated in Figure F-6, each Language Expectation has a reference code that includes the WIDA ELD standard statement (incorporating an academic content area), grade-level cluster, Key Language Use, and communication mode.

Figure F-6: Elements within WIDA Language Expectations



The Language Expectations make visible the genres that are valued by particular communities, such as identifying differences in what counts as evidence in social studies (i.e., primary versus secondary sources) versus science (i.e., data). (See, for example, Fang & Schleppegrell, 2008; Gebhard, 2019; de Oliveira et al, 2019). In doing so, the design of Language Expectations responds to calls to address the interplay between content and language, showing how the most prominent Key Language Uses are realized within disciplinary contexts (e.g., Gebhard, 2019; Lee, 2018).

The Language Expectations also support equitable access for multilingual learners by making visible common patterns of language use in academic contexts that can be learned through explicit instruction (Aguirre-Muñoz & Amabisca, 2010; Rothery, 1989; Rose & Martin, 2012). Thus, concomitant with the 2020 Edition's emphasis on high expectations, engaged learning, and improved opportunity to learn for all multilingual learners, Language Expectations provide goals (for example, in curricular units of learning) for multilingual learners at all levels of language proficiency.

Language Expectations provide goals for multilingual learners at all levels of language proficiency.

In other words, while the 2012 Edition Model Performance Indicators embedded different language expectations for multilingual learners at each proficiency level, the 2020 Edition ELD Standards Framework is designed to separate grade-level cluster Language Expectations from individual performance measures found in the Proficiency Level Descriptors. All multilingual learners should be offered access to the same high expectations for content-driven language development.

The relationship between Language Expectations and Proficiency Level Descriptors

Language Expectations offer goals for how all students might use language to meet academic content standards.

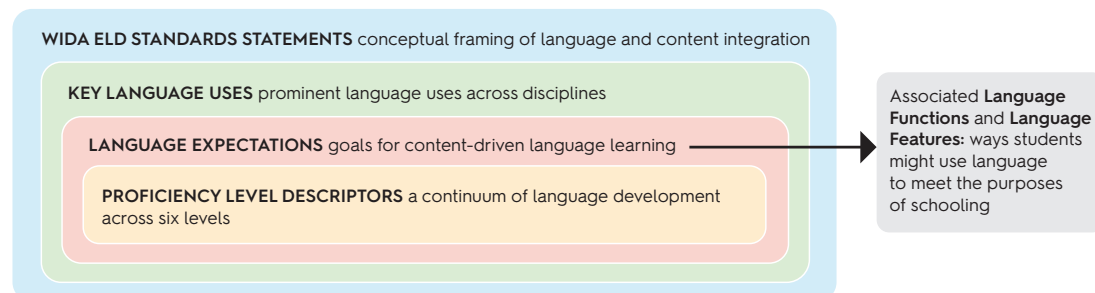
Proficiency Level Descriptors describe how multilingual learners might develop language across levels of English language proficiency as they move toward meeting Language Expectations.

Language Functions and Language Features

The interpretive and expressive Language Expectations contain closely associated sets of Language Functions and Features that have been selected to meet the purposes of schooling—for example, in the process of learning scientific argumentation, explaining phenomena, constructing fictional narratives, or informing their peers of their newly gained knowledge. The **Language Functions** showcase common language patterns students might use to meet grade-level cluster language expectations as derived from academic content standards. The associated **Language Features** are examples of language resources students may need to carry out particular functions.

Together, Language Functions and Features form a dynamic and illustrative set exemplifying the functional nature of language and language development (e.g., Derewianka, 1990, 2013; Derewianka & Jones, 2016; Fang & Schleppegrell, 2008; Humphrey et al., 2012; Rose & Martin 2012).

Figure F-7: WIDA ELD Standards Framework: Relationship between Language Expectations, Language Functions, and Language Features



The illustrative sets of Language Functions and Features offer a concrete way to shift to a focus on language forms as part of *functional language* use connected with and in service of learning. In doing so, choices around language use are situated in dynamic local versions that depend on local purposes and contexts (Pennycook, 2010).

As student language proficiency increases, their language repertoires become more responsive to the setting of the communicative event—that is, the student’s ability to select, adapt, negotiate, and use a range of linguistic resources and meaning in different contexts (Mahboob & Dutcher, 2014). The Proficiency Level Descriptors, described next, provide a tool for use with summative assessment activities to gather evidence of multilingual learners’ expanding linguistic repertoires; yet, depending on the situation, other tools may be just as or more appropriate for other purposes.

Proficiency Level Descriptors

Grounded in language development theory, the Proficiency Level Descriptors (PLDs) provide trajectories with typical language development targets (e.g., Bailey & Heritage, 2014; Cook & MacDonald, 2014) across five levels of English language proficiency, until proficiency level 6. PL6 is open ended: it indicates that for all of us, language development continues throughout life.

The 2020 PLDs maintain consistency with WIDA’s 2012 K-12 Performance Definitions but are expanded from *a single K-12 continuum into six grade-level cluster continua*. In this way, PLDs create equivalent, yet more explicit, descriptions of the 2012 Performance Definitions. PLDs have been cross-referenced to the WIDA Interpretive Rubrics for Speaking and Writing; to a range of measurement tools and scales used with WIDA ACCESS for ELLs (the summative English language proficiency assessment offered by WIDA); to the *Common EL Definition Project Reference Proficiency Level Descriptors* (Linguanti, Cook, Bailey, & MacDonald, 2016); and to the Language descriptors in the Common European Framework (CEFR) (North, Piccardo, & Goodier, 2018).

The PLDs are designed to be used in coordination with language goals described in the Language Expectations. They take a multi-dimensional view of language (Degand & Simon, 2008), and continue to be written according to the discourse, sentence, and word/phrase dimensions. Discourse focuses attention on how a text is a unit of meaning and not a string of disparate sentences (de Oliveira & Schleppegrell, 2015; Fang 2011, 2020; Gebhard 2019; Halliday & Matthiessen, 2004; Humphrey et al. 2012). Choices language users make at the sentence (Derewianka 2013; Humphrey et al., 2012) and word/phrase dimensions (Gibbons, 2015; Derewianka & Jones, 2016) contribute to how meaning is created at the discourse dimension (Martin & Rose, 2007). Language choices in all three dimensions contribute to how a text is purposely constructed to have the desired effect on its intended audience(s).

For the purposes of representation and understanding, PLDs describe proficiency in a linear way. However, language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Therefore, multilingual learners may take various paths to develop and reach Language Expectations.

Table F-2: The Dimensions of Language: A Short Reference

Dimension	Criteria	Focus on . . .
Discourse	Organization of language	How ideas are coherently organized to meet a purpose through organizational patterns characteristic of the genre
	Cohesion of language	How language connects ideas within and across sentences and discourse using a range of cohesive devices
	Density of language	How information in noun groups is expanded or consolidated
Sentence	Grammatical complexity of language	How relationships are expressed with clauses through simple, compound, and complex sentences
Word/Phrase	Precision of language	How everyday, cross-disciplinary, and technical language more effectively conveys precise meaning.

Using this theoretical perspective, the PLDs frame language as a system of interlocking choices (Halliday & Matthiessen, 2004). The descriptors examine how students' linguistic repertoires expand and become increasingly precise as they move from concrete, shared contexts (situation-embedded, more spoken-like communication) to increasing abstract, distant contexts (more written-like, literate communication) (Gibbons, 2015). The lead-in sentence for PLDs in each grade-level cluster point to multilingual learners' performance when scaffolded appropriately.

Proficiency Level Descriptors take a multidimensional view of languages as an interlocking set of choices. They continue to be written according to the Discourse, Sentence, and Word/Phrase dimensions.

Summary

The WIDA ELD Standards, 2020 Edition, provides educators with a set of tools that connects language development for multilingual learners with academic content standards, multimodality, scaffolding, student funds of knowledge, and support for effective language use. This document articulates the theoretical foundations of the 2020 Edition and offers research-based rationales to prompt K-12 educators to prioritize language as a meaning-making resource as they attend to language development in systematic, explicit, and sustained ways during content learning. In doing so, the 2020 Edition renews and deepens WIDA's commitment to equitable opportunity and access, integration of content and language, collaboration among stakeholders, and a functional approach to language development. With these Big Ideas in mind, the 2020 Edition seeks to further galvanize a purposeful shift in national, state, and local educational systems, helping educators create the conditions that support and sustain multilingual learners in developing the language, literacy, disciplinary knowledge, and agency they need to flourish in a variety of contexts in school and beyond.

Suggested Citation

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Appendix G: Select References

This list of select references represent the four Big Ideas and other touchstones in the WIDA ELD Standards Framework, 2020 edition. For additional references, go to Appendix F, Theoretical Foundations.

Collaboration Among Stakeholders

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Content and Language Integration

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Appendix H: Standards Development Process and Acknowledgements

WIDA would like to extend its appreciation to the many educators who have inspired, supported, and contributed to the development of the 2020 Edition of the English Language Development (ELD) Standards Framework.

Since the WIDA ELD Standards were first published in 2004, they have highlighted the importance of developing student language abilities in five schooling contexts described in the five WIDA Standards Statements. As part of the regular development cycle, the 2004 edition was first revised in 2007 and then further amplified in 2012. With each subsequent revision, the WIDA ELD Standards continue to build on previous editions, incorporate emerging research, and address federal legislation and associated policy trends.

Project Launch (November 2018)

In November of 2018, WIDA launched the development of the 2020 Edition of its ELD Standards. WIDA wishes to extend its appreciation to representatives from all the state, territory, and federal education agencies who contributed thoughtful feedback and guidance throughout the project.

Alabama	Hawaii	Montana	Rhode Island
Alaska	Idaho	Nevada	South Carolina
Bureau of Indian Education	Illinois	New Hampshire	South Dakota
Colorado	Indiana	New Jersey	Tennessee
Delaware	Kentucky	New Mexico	U.S. Virgin Islands
Department of Defense Education Activity	Maine	North Carolina	Utah
District of Columbia	Maryland	North Dakota	Vermont
Florida	Massachusetts	Northern Mariana Islands	Virginia
Georgia	Michigan	Oklahoma	Wisconsin
	Minnesota	Pennsylvania	Wyoming
	Missouri		

Quarterly SEA Review and Feedback (2018-2020)

Meeting quarterly, WIDA standards subcommittee members reviewed, discussed, and suggested next steps on various iterations of conceptual questions and standards prototypes. SEA subcommittee members also discussed issues related to standards adoption and implementation.

WIDA gratefully acknowledges the many contributions made by members of the standards subcommittee.

Table H-1: SEA Standards Subcommittee Members (2018-2020)

2018-2019 Subcommittee Members	2019-2020 Subcommittee Members	2020-2021 Subcommittee Members
Sam Aguirre (IL) Ken Bond (NJ) Julie Chi (MN) Jacqueline Ellis (GA) Fernanda Kray (MA) Audrey Lesondak (WI) Barb Marquer (WY) Sophia Masewicz (NV) Flavia Molea Baker (RI) Adam Pitt (IN) Joann Runion (TN)	Andrew Bennett (ID) Julie Chi (MN) Jessica Costa (VA) Jacqueline Ellis (GA) Cary Knight (DE) Audrey Lesondak (WI) Barb Marquer (WY) Sophia Masewicz (NV) Flavia Molea Baker (RI) Adam Pitt (IN) Rebekah Ottenbreit (CO)	Andrew Bennett (ID) Julie Chi (MN) Jessica Costa (VA) Jacqueline Ellis (GA) Cary Knight (DE) Michele Lee (AL) Barb Marquer (WY) Sophia Masewicz (NV) Rebekah Ottenbreit (CO) Wendy Perron (NH) Adam Pitt (IN) Daniel Ruhl (OK)

Local Educational Agency Advisory Committee (2018-2020)

WIDA also received feedback on standards development issues and prototypes from the WIDA local educational agency (LEA) advisory committee. WIDA appreciates the perspectives provided by local educators serving on this committee.

Table H-2: LEA Advisory Committee Members

2018-2019 LEA Committee Members	2019-2020 LEA Committee Members
Nadra Shami (MI) Skip Cleavinger (KY) Ellen Guettler (MT) Deena Marshall (DC) Barb Hasting (NV) Vicky Saldala (FL) Christine Lay (PA) Claudia Franks (MO)	Barb Hasting (NV) Vicky Saldala (FL) Lorri Kondo (HI) Carolyn Bookmyer (IN) Travy Moncure (ME) Claudia Franks (MO) Christine Lay (PA) Jennifer Cox (TN)

Standards Alignment Panel (August 2019)

Prototype development work continued throughout spring and summer 2019. Along with regular reviews by the members of the WIDA standards subcommittee, in August 2019, WIDA convened a panel of national content and language alignment experts in order to ensure the 2020 Edition of the WIDA ELD Standards would be positioned to meet peer review requirements. Thanks go to the following individuals from the expert alignment panel for their important contributions.

August 2019 Alignment Panel Members

Sara Christopherson, University of Wisconsin-Madison (WCEPS)
 Karin Hess, Educational Research in Action
 Rebecca Kopriva, University of Wisconsin-Madison (ONPAR)
 Steve Sireci, University of Massachusetts Amherst
 Art Thacker, HumRRO
 Laura Wright, University of Wisconsin-Madison (ONPAR)
 Shu Jing Yen, Center for Applied Linguistics

WIDA Conference Teacher Focus Groups (October 2019)

After the August 2019 expert panel meeting, WIDA streamlined and narrowed its prototype down to four components to create what is now known as the 2020 Edition of the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors.

As a check to ensure that the fall 2019 redevelopment work was positioned to meet state, district/LEA, and school-based educator needs, WIDA convened five focus groups at the 2019 WIDA Annual Conference in Providence, Rhode Island. WIDA appreciates the time and insights provided by the following educators.

Table H-3: October 2019 Focus Group Participants, WIDA Annual Conference

Focus Group #1	Focus Group #2	Focus Group #3
District English Language Learner (ELL) Coordinators, ELL/bilingual teachers, Instructional Coach, State Agency Administrator <ul style="list-style-type: none"> • Lourdes Khosrozadeh, FL • Jamie Ingle, NC • Dana Greene, NC • Amy Murphree, AL • Carmen M Oquendo, CO • Mirvat Habhab, MI • LaTonya Davis, SC 	District ELL Coordinators, ELL/bilingual teachers, general education/content teachers <ul style="list-style-type: none"> • Kristina Robertson, MN • Michelle Lindbloom, MT • Dana Gottlieb, MA • M. Maija Talso, NV • Nicole Ponti, NH • Linda Belnap, NV • Elizabeth Eastman, RI • Leah Dobbs Black, AL • Aoife Maria Burke, Brazil • Ruby Yip, MD • Daniel R Yip, MD 	District ELL Coordinators, State Agency Administrators <ul style="list-style-type: none"> • Beth Vande Hey, WI • Maha Abdelkader, MD • Erica Bundy, TN • Susan Walz, NC • Susan Murphy, SC SEA • Richard M. Knox, GA • Tamara Hewlett, MD • Cindy Cox, AL

Focus Group #4	Focus Group #5
<p>Instructional Coaches, ELL & bilingual teachers, Consultants</p> <ul style="list-style-type: none"> Glenda Harrell, NC Andrew Rodgers, MI Becca Gregory, TN Heather Gilbert, ME Angie Thomas, SD Geraki Marie Kossonou, GA Greg Spoon, AL Jessica Lodle, NC (national consultant) Lauren Adams, MA 	<p>Higher Education Faculty</p> <ul style="list-style-type: none"> Tia Kimball (University of Northern Florida) Nancy Cloud (Rhode Island College) Peter Vigil (Metropolitan State, University of Denver) Christine Leider (Boston University) Kara Viesca (University of Nebraska-Lincoln) Sara Niño (Lasell University) Trish Morita-Mullaney (Purdue University) Wayne E. Wright (Purdue University) Nancy Commins (University of Colorado, Denver) Kristina Soprano (Roger Williams University)

Large-Scale Public Input (November – January 2019)

WIDA published its standards draft for large-scale input in late November 2019. WIDA would like to thank the 1,275 respondents from both U.S. and international locations.

Proficiency Level Descriptor Review Panel (February 2020)

After several months of further development work and to address questions raised in the winter 2019-2020 public input period, WIDA convened a statewide panel of 33 experienced K-12 educators from small, medium, and large divisions [districts] from across Virginia. To ensure WIDA had adequately addressed concerns raised during the public input period, the Virginia Performance Level Descriptors (PLD) panel was asked to review an updated January 2020 version of the interpretive language PLDs to check the developmental accuracy. Moreover, to support consequential validity framing about local uses of the PLDs, panelists were asked to create recommendations on appropriate uses for PLDs.

Educators and Advisors

Sonia Arellano	Julie Kimble	Lisa Stosch
Amanda Davis	Rachel Lanier	Suzanne Szigeti
Mariela Dekraker	Brianna Massingale	Ilene Teixeira
Sarah Eqab	Sylvia McPeters	Jessica Tipling
Kathleen Fay	Erica Meadows	Darina Walsh
Jane Flegal	Katharine Padilla	Mandy Walter
Marnie Garnier	Anh-Tu Phillips	Suzanne Whaley
Jennifer Gray	Valerie Pinkney	K. Nicola Williams
Claudia Goyzueta	Vanessa Sekinger	Jason Wright
Lauren Herr	Mike Staroscik	Hector Yanez

Researcher/Teacher Educator Panel (April 2020)

With development work on the 2020 Edition nearing fruition, in April 2020, WIDA convened two virtual panels of nationally recognized institutes of higher education (IHE) experts for the following purposes:

1. To obtain feedback on the quality, relevance, and usefulness of the proposed 2020 Edition to IHE teacher educators and researchers of K-12 content and language teachers and
2. To cross-check the degree to which the 2020 Edition met criteria outlined by internal WIDA stakeholders, SEA stakeholders, and a previous expert panel on alignment issues.

WIDA appreciates the time and insights shared by panel members.

Table H-4: Researcher/Teacher Advisory Panel (April 2020)

April 7th Panel	April 9th Panel
<ul style="list-style-type: none"> • Kathryn Accurso (University of British Columbia) • Luciana de Oliveira (University of Miami) • Meg Gebhard (University of Massachusetts, Amherst) • Lorena Llosa (New York University) • Chris Rivera (East Carolina University) • Russell Swinburne Romine (University of Kansas) • Patricia Velasco (Queens College) 	<ul style="list-style-type: none"> • Zenaida Aguirre-Muñoz (University of Houston) • Zhihui Fang (University of Florida) • Okhee Lee (New York University) • Chris Leider (Boston University) • Trish Morita-Mullaney (Purdue University) • Kathy Swan (University of Kentucky) • Wayne Wright (Purdue University) • Jeff Zwiers (Stanford University)
Panel Survey Respondents	
Margaret Hawkins (University of Wisconsin-Madison) Claudia Rinaldi (Lasell University)	

Educator Review Panel (June 2020)

In June of 2020, WIDA gathered input from practitioners via surveys and virtual panels regarding the following:

- How educators envisioned using the 2020 Edition of the WIDA ELD standards to plan instruction and develop curriculum
- Resources, materials, etc. that could be helpful to educators as they begin implementing the 2020 edition.

WIDA appreciates the time and insights provided by the following educators:

Table H-5: Domestic and International Educators

Domestic U.S. Educators	International Educators	WIDA Fellows
Patricia Aube Allison Audet Alyssa Baumgarten Tara Beardsley Jasanne Blanchard Emily Blitz Sam Blomberg Martha Boisselle Kristen Bolek Jan Buckwalter Catherine Carney Maria Coello Biarnes Judy Da Costa Hannah DeSouza Rodrigues Mike Gary Moira Greenson Rebecca Grunko Melissa Keh Kerry Lamprey Rachel Leslie Paula Merchant Tricia Mintner Paulina Mitropolous Moustafa Mouhieeddine Janelle Nisly Beth O'Connor Cheryl Oliver Jen Quinlan Molly Ross Gloria Salazar Krista Smith Ivone Spencer Ann Tinker-Jackson Erika Tran Serena Tyra Irma Valerious John Willett Jessie Williams Gina Yarmel	Averil Abraham Victoria Astle Gina Ballesteros Naomi Barbour Rena Brown Jamie Cardwell Codie Chaudoin Kathy Cromartie Kim Curria Harsha Daryanani Siobhan Dean Maja Flom Kim Guiry Alexandra Gustad Alina Guzganu Mats Haaland Holly Hitchcock Tan Huynh Shefali Jhaveri Gavin Latham Jennifer Mayorga Kate Murphy Anne Neill Sue Nilsson Juana Nolasco Cedillo Sylvie Pauze John Roche Sarah Sahr Denise Serna Shafali Shafali Trinindita Shalihati Kristin Simmers Ryan Sova Lynne Stallings Katie Tenenbaum Paul Thompson Anca Toma Cristina Vallejo Christine Vithayathil Chelsea Wilson Art Wong	Sonya Bertini Ceci Estes Demetrica May Cassandra Meyer Catriona Moore Nicole Ponti Denise Torres

Other Contributors

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Dorry Kenyon
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Shu Jing Yen

WIDA Staff Contributions

The 2020 Edition was made possible through the efforts of the following WIDA staff members:

Table H-6: WIDA Standards Development Team

Original Development Team (Beginning November 2018)	New Members to Expanded Standards Development Team	Project Sponsor and Management Staff
<p>Andrea Cammilleri Content Lead (through May 2020), State Relations, Communications, Marketing</p> <p>Margo Gottlieb Overall Design and Vision, Content Developer, Conceptual Overviews</p> <p>Lynn Shafer Willner Proficiency Level Descriptors, Alignment Architecture, Correspondences, Language Expectations Developer</p>	<p>Fernanda Kray Content Lead, Standards Subcommittee Content Lead, State Relations, Communications, Marketing</p> <p>Cynthia Lundgren Key Language Uses, Language Features Developer</p> <p>Elizabeth Warren Content Reviewer, Standards Subcommittee State Relations Lead</p> <p>Ruslana Westerlund Key Language Uses, Language Functions and Features Developer</p>	<p>Elizabeth Cranley Project Sponsor</p> <p>Annemarie Banas Project Coordinator</p> <p>John Cusimano Project Manager (through July 2019)</p> <p>Brandon Gingham Project Manager (beginning July 2019)</p>

Consultants	Editing and Graphic Design	Marketing
<p>Sharon Besser Annotated Language Samples, Language Functions, Language Features</p> <p>Luciana de Oliveira Glossary, Language Features</p> <p>Elizabet Sena Sample Unit Development</p>	<p>Rebecca Holmes Editor</p> <p>Janet Trembley Graphic Design</p>	<p>Katie Rozas Fahrenkrug Integrated Marketing Communications Lead</p> <p>Selena Franklin Lynne Kroll Educator Research and Insights</p>

WIDA Staff Acknowledgments

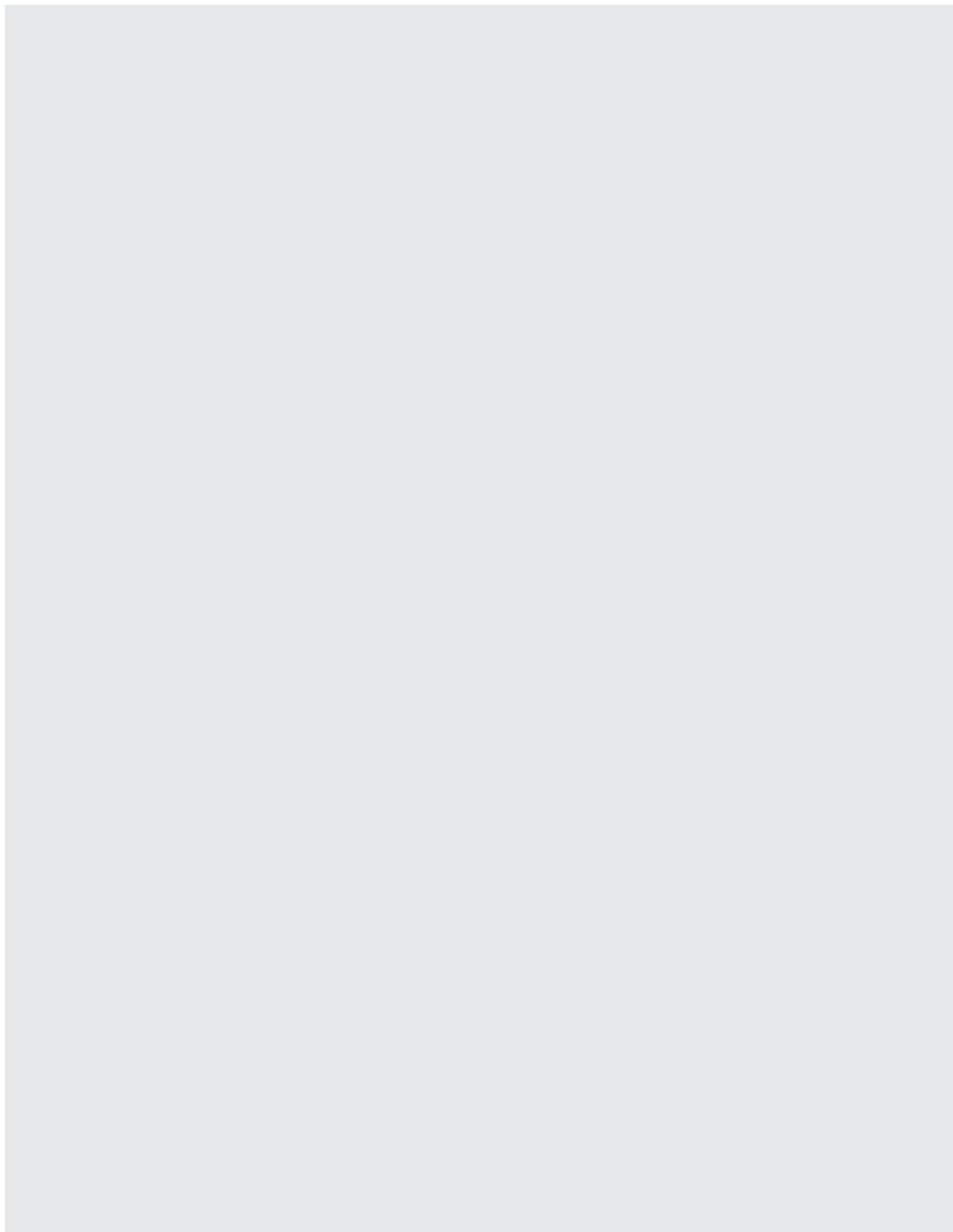
The Standards Development Team would like to thank the following current and former WIDA staff members who provided guidance and feedback during development.

WIDA Leadership

Tim Boals	Gary Cook	Ngoc-Diep Nguyen
Heather Buettner	Elizabeth Cranley	Merideth Trahan
Mariana Castro	Jonathan Gibson	Amber Wilke Fournier
Mark Chapman	Dan Machmeier	

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Karen Bach	Jenny Hill-Wild	Christina Nelson
Kei Bishop	Leslie Huff	Jon Nordmeyer
Hannah Rose Brandt	Andrew Kahn	Stephen O'Connell
Aaron Burreson	Amy King	Melissa Paton
Laurene Christensen	Justine Kolb	Maureen Purcell
Miguel Colón Ortiz	Rita MacDonald	Fatima Rivera
Jessica Costa	David MacGregor	Courtney Skare
Jen Daniels	Lorena Mancilla	Amanda Spalter
Troy Dassler	Rachel Maske	Sonia Upton
Heather Elliot	James Mitchell	Kimberly Varnell
Dale Erlandson	Daniella Molle	Jennifer Wilfrid



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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

SUBJECT

American Rescue Plan (ARP) Act: ESSER State Education Agency State Plan

REFERENCE

April 5, 2021	The Board approved the distribution of the ESSER II funds to local education agencies (LEAs) under a methodology that assured each LEA received an amount at least equivalent to what they would have received from discretionary funds prior to the 5% hold back and set 2.5% of the APR ESSER SEA Reserve (ESSER III) funds for distribution to schools who receive no Title I or low Title I funds, pending legislative approval of spending authority.
April 22, 2021	The Board received an update on the COVID Relief K-12 funds, which included CARES Act ESSER, CRRSA Act ESSER, ARP ESSER, CRRSA EANS and ARP EANS.
June 4, 2021	The Board postponed consideration of a draft ARP ESSER SEA State Plan in order to give Board members an opportunity to review and provide comments.
June 16, 2021	Board approved Idaho's ARP ESSER SEA State Plan and authorized the Board president to sign the plan as the Board's representative to the US Department of Education

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-110

BACKGROUND/DISCUSSION

On March 24, 2021, the U.S. Department of Education (USED) made available two-thirds of each state's ARP ESSER allocation to support ongoing efforts to reopen school safely for in-person learning, keep schools safely open once students are back, and address the academic, social, emotional, and mental health needs of all students. To receive the remaining third of a state's ARP ESSER allocation and to comply with the terms and conditions of the ARP ESSER funds, the state has received, USED requires state education agencies (SEA) to develop and submit an ARP ESSER plan that describes, among other things, the current education needs within the state, the intended uses of ARP ESSER funds, and the plans for the SEA to support local education agencies (LEAs) in their planning for and use of ARP ESSER funds.

An ARP ESSER SEA State Plan template was provided to states on April 21, 2021. The State Department of Education (SDE) identified leads for each of the seven sections of the plan. Six of leads were SDE staff, with the seventh being Board staff. Section D., Maximizing State-Level Funds to Support Students, drafting was

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

lead by Board staff. SDE identified stakeholders and a timeline to quickly draft and receive feedback on the plan. A notification from SDE's Chief Deputy Superintendent was emailed May 5, 2021 to notify stakeholders of the opportunity to participate in the drafting of the plan. This email included the timeline and a form for indicating interest in sections of the plan. An additional communication went out on May 7, 2021 from SDE's Deputy Superintendent of Communications and Policy.

Team leads scheduled meetings for their sections between May 10 and May 18, 2021, and invited interested stakeholders to participate. The opportunity to collaborate was communicated to a variety of stakeholders including school district superintendents, Board staff, the Governor's Office staff, Division of Financial Management (DFM) staff, Legislative Services Office (LSO) staff, Idaho Association of School Administrators (IASA), Idaho School Boards Association (ISBA), Idaho Education Association (IEA), LEA business managers, Nez Perce Tribe Education Director, Idaho Business for Education (IBE), Idaho Association of Commerce and Industry (IACI), Bluum, Idaho PTA Association Board, and SDE's directors of Special Education, Indian Education, Certification, Student Engagement & Safety Coordination, Assessment and Accountability, and Federal Programs.

A link to the first draft of Idaho's ARP ESSER State Plan was published on SDE's website on the front page at www.sde.idaho.gov from May 21– June 1, 2021 for public review. Sixteen individuals and organizations provided input on the draft Plan posted on SDE's webpage (this input is provided in Attachment 3). These stakeholders represented district administrators and business managers, a retired counselor, local school board member, a grandparent, United Way, College of Idaho, New Classrooms, and interested citizens.

The Board's Accountability Oversight Committee (AOC) met May 27, 2021 to review the draft plan and make comments. This feedback was provided to SDE on June 1st. The final draft of the plan provided in Attachment 1 incorporates the AOC's feedback.

A stakeholder feedback review committee was convened on June 2, 2021 to review the public comment feedback and make recommendations for changes to the plan. Twenty seven participants representing the IEA, LEA administrator, Public Charter School Commission, Idaho State Board of Education, ISBA, IBE, IACI, Idaho legislator, Bluum, Idaho Hispanic Commission, DFM, Education Northwest REL and Comprehensive Center 17, and SDE executive staff and directors from the Indian Education, Special Education, Assessment and Accountability, Certification, and Federal Programs departments discussed the comments and provided suggestions for plan revisions.

Following submittal of the ARP ESSER SEA Plan to the US Department of Education, SDE and Board staff received a request for additional clarification.

IMPACT

Once approved by the Board, the plan will be resubmitted to the USED.

ATTACHMENTS

Attachment 1 – Idaho ARP ESSER SEA State Plan Amendment

Attachment 2 – US Department of Education Request for Additional Information
(received 7/13/21)

Attachment 3 – US Department of Education Request for Additional Information
(received 8/23/21)

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The USED template asks the SEA for each state to identify:

- A. Description of the State's Current Status and Needs
 - 1. Assessment of top 2-3 strategies that have been most effective in supporting the needs of students.
 - 2. Assessment of top 2-3 issues currently facing students and schools.
 - 3. Describe top 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year.
 - 4. Describe how the Board/SEA will support LEAs in identifying the extent of the impact of the pandemic on student learning and student well-being.
 - 5. Describe current status of data collection on operational status and mode of instruction for all schools.
- B. Describe how the Board/SEA will support LEAs in safely reopening schools and sustaining safe operations.
 - 1. Describe how the Board/SEA will support its LEAs in safely returning to in-person instruction and sustaining the safe operation of schools.
 - 2. Describe how the Board/SEA will ensure that its LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds.
- C. Describe the Boards/SEA plans for consultation from stakeholders and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.
 - 1. Describe how the Board/SEA engaged in meaningful consultation with stakeholders, and incorporated input into this plan.
 - 2. Describe to what extent the Board/SEA has and will coordinate Federal COVID-19 pandemic funding and other Federal funding.
- D. Describe Board's/SEA evidence-based strategies for the use of these resources.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

1. Describe how the Board/SEA will use the funds it reserves on evidence-based interventions to address the academic impact of lost instructional time.
 2. Describe how the Board/SEA will use the funds it reserves for evidence-based summer learning and enrichment programs.
 3. Describe how the Board/SEA will use the funds it reserves for evidence-based comprehensive afterschool programs.
 4. Describe the intended use of the reserved funds for emergency needs, including to what extent these funds will be used to build Board/SEA and LEA capacity to ensure students' and staff's health and safety; to meet students' academic, social, emotion, and mental health needs; and to implement evidence-based interventions (the board took action on a portion of these funds on April 5, 2021).
- E. Describe how the Board/SEA will support their LEAs in developing plans for LEAs' use of ARP ESSER funds.
1. Describe what the Board/SEA will require its LEAs to include in LEA plans consistent with the ARP ESSER requirements.
 2. Describe how the Board/SEA will, in planning for the use of ARP ESSER funds, ensure LEAs engage in meaningful consultation with stakeholders.
 3. Describe how the Board/SEA will support and monitor its LEAs in using ARP ESSER funds.
 4. Describe the extent to which the Board/SEA will support its LEAs in implementing additional strategies for taking educational equity into account.
- F. Describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions.
1. Describe the extent to which the State is facing shortages of educators, education administration personnel, and other school personnel involved in safely reopening schools and how the Board / SEA will assist its LEAs in identifying the most urgent areas of shortages or potential shortages.
 2. Describe the extent to which the Board/SEA has developed or will develop strategies and will support its LEAs in increasing student access to key support staff.
- G. Describe how the Board / SEA is building capacity at the Board/SEA and LEA levels to ensure high-quality data collection and reporting and to safeguard funds for their intended purposes.
1. Describe how the Board/SEA will ensure its capacity and the capacity of its LEAs to collect data on reporting requirements.
 2. Describe how the Board/SEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

The amendments to the ARP ESSER SEA Plan provided in Attachment 1 include:

- Added language on SDE's efforts to reach out to the various stakeholder groups in Section C.1.;
- A restructuring of Section D.1. to help clarify how the funds are going to be used, including the addition of section titles to help organize the information. Additionally, language was added to demonstrate Idaho recognizes that groups are disproportionately affected by the pandemic;
- A restructuring of Section D.2.i. to make it consistent with the order and subsection titles used in section D.1.i. and added additional language around plans for data collection;
- Additional language in Section D.3. identifying the intended use of funds the Board has already taken preliminary actions on (2.5% for no and low Title I schools);
- Addition of Idaho's General Education Provision Act (GEPA) Statement; and
- Addition of Appendix I to incorporate the Board approved Idaho Back to School Framework.

On August 23, 2021 the US Department of Education requested additional clarification to the draft amended plan. Those additional edits are highlighted in yellow.

Staff recommends approval of Attachment 1.

BOARD ACTION

I move to approve the Idaho ARP ESSER SEA State Plan as provided in Attachment 1 and authorize the Board President to sign the ARP ESSER SEA State Plan as the representative of the State Education Agency.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Plan for the
American Rescue Plan Elementary and Secondary School Emergency Relief Fund



U.S. Department of Education

Issued: April 21, 2021

OMB Number: 1810-0754
Expiration Date: October 31, 2021

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0754. Public reporting burden for this collection of information is estimated to average 100 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under Section 2001 of the American Rescue Plan Act of 2021 (ARP Act). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact Britt Jung, Office of State and Grantee Relations, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-6450, email: SGR@ed.gov directly.

Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund, authorized under the American Rescue Plan (“ARP”) Act of 2021, provides nearly \$122 billion to States to support the Nation’s schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 (“COVID-19”) pandemic. It is particularly important that ARP ESSER funding will enable States and local educational agencies (“LEAs”), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

The U.S. Department of Education (“Department”) is committed to working in partnership with States so that these unprecedented resources are quickly put to work to ensure students have sustained access to in-person instruction and that the resources are used to provide the effective support students need as they persist through and recover from the impacts of the COVID-19 pandemic. The thoughtful and timely use of these funds will have a lasting impact on our Nation’s schools and help to address the inequities in resources, services, and opportunities available to our students.

This template presents an opportunity for States to share their plans for the use of ARP ESSER funds with the public. The Department must approve a State educational agency’s (“SEA’s”) plan in order to make the State’s remaining ARP ESSER allocation available for use. Please note that the Department intends to issue ARP ESSER reporting requirements separately.

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below. An SEA may use this template or another format as long as every item and element is addressed in the SEA’s response. Throughout this document, questions that refer to an SEA’s ARP ESSER funding are referencing the total allocation to be received by the SEA, including that which it allocates to its LEAs.

Each SEA must submit to the Department by June 7, 2021, either: (1) its ARP ESSER plan or (2) the State requirements that preclude submission of the plan by that date and a date by which it will be able to submit its complete ARP ESSER plan.

To submit the SEA’s plan, please email the plan to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov).

In order to ensure transparency, the Department will post each plan on the Department’s website when it is received and will indicate each plan’s approval status.

This template also allows States to fulfill the requirement of the Coronavirus Response and Relief Supplemental Appropriations (“CRRSA”) Act ESSER II 6-month reporting requirement in section 313(f) of the CRRSA Act.

Cover Page

ARP ESSER PR Award Number (S425U210043):

SEA Contact: Matthew Freeman, Executive Director, State Board of Education

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State Department of Education Contact: Sherri Ybarra, State Superintendent of Public Instruction

Telephone: (208) 332-6815

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By signing this document, I agree to each of the assurances listed in Appendix C and further assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct.	
Chief State School Officer or Authorized Representative (Printed Name)	
Signature of Authorized SEA Representative	
Kurt Liebich, State Board of Education President	Date:
Sherri Ybarra, State Superintendent of Public Instruction	Date:

A. Describing the State's Current Status and Needs

The Department recognizes the extraordinary efforts made by States, LEAs, and educators to support students during the COVID-19 pandemic. In this section, SEAs will describe the progress they have made, the priorities and student needs guiding their ARP ESSER funding decisions, and their current and projected operating status.

1. Progress and Promising Practices: Provide your assessment of the top 2-3 strategies that have been most effective in supporting the needs of students in your State during the COVID-19 pandemic, especially for students most impacted by the COVID-19 pandemic. Please include, if applicable, how your State will submit and encourage its LEAs to submit lessons learned and best practices to the Department's [Safer Schools and Campuses Best Practices Clearinghouse](#) so that they can be shared with other States and LEAs.

Response:

During the COVID-19 pandemic, the State Board of Education, State Department of Education, and other state agencies, as appropriate (state) developed various resources and trainings to support school districts and charter schools (local education agencies – LEAs) in meeting the needs of students across Idaho. For example, the State Department of Education (Department) held regular webinars to discuss all of the aspects of the shifting educational landscape, including the use of relief funds, child nutrition policy, and changes in assessment and accountability. The Department also created a public schools reopening page as a central repository for this type of information to assist local education agencies address student learning, operations, coordination with parents, safety and wellness, government resources, and connectivity. This page also included the Back to School Framework approved by the State Board of Education / State Education Agency (Board / SEA). All of these resources provided guidance for supporting effective instruction and student wellbeing whether a school was open fully in-person, hybrid, or remote.

Using this information, Idaho LEAs adopted various strategies, based on local needs and consultation with community partners, to support students during the COVID-19 pandemic. Three primary strategies implemented in Idaho are outlined below.

In-person instruction

For many LEAs, the most effective strategy was maintaining in-person instruction. To support this approach, the Department provided guidance about physical logistics such as distancing procedures, air filtration, and environmental hygiene. Additionally, the Department disseminated resources to support the broader social and emotional needs of students returning to school, such as the CASEL SEL Roadmap for Re-Opening Schools. All LEAs prioritized student health and safety, but with appropriate precautions, in-person learning remained safe and sustainable throughout the entire school year for various LEAs, particularly smaller LEAs in rural areas with minimal community transmission.

Equitable access

When LEAs did need to incorporate distance learning, effective strategies focused on providing equitable access to the necessary technological resources and enhancing support for the students most at-risk in this educational environment. The Department collaborated with LEAs to manage these challenges. For example, the public schools reopening page included guidance to help local IT Directors identify the locations of students without internet service. These students could be assisted by providing an alternate method of internet access or prioritizing them for remaining in-person when hybrid learning was an option. These efforts built on ongoing cross-agency efforts to improve technology access in Idaho, started under the Governor's Broadband Task Force and Digital Divide Committee. The Broadband Task Force and Digital Divide Committee worked to identify gaps in Idaho's broadband infrastructure and supported efforts to improve access. For LEAs operating in a hybrid environment, the maintenance of in-person learning was further focused on students for whom online learning would be the most disruptive. NAEP school survey results indicate that Idaho educators were able to prioritize maintaining in-person instruction for traditionally at-risk student groups, including English learners, children with disabilities, and students experiencing homelessness. Many schools also targeted in-person learning for students in lower grades, for whom online learning could be more difficult.

Teacher preparation

Another key strategy was ensuring educators were sufficiently prepared to provide effective instruction online, whether in a hybrid or fully-remote environment. The Department along with other stakeholders like the Idaho Digital Learning Academy, offered trainings on virtual classroom strategies and distance education resources, including those contributed by educators and school personnel from around the state. The Department also introduced remote assessment options to help teachers gather ongoing data from formative assessment processes, interim assessments, and progress monitoring tools to help educators track student outcomes and refine teaching and learning strategies.

Although many LEAs in Idaho modified their operating status multiple times during the year to respond to the existing public health situation, by the spring of 2021 there was a consistent trend towards offering in-person instruction. As of May 13, 2021, among 115 traditional school districts, 108 were in person, eight were hybrid and zero were fully online or closed.

2. **Overall Priorities:** Provide your assessment of the top 2-3 issues currently facing students and schools across your State as a result of or in response to the COVID-19 pandemic including, to the extent possible, data illustrating why these are the most critical and/or most widespread issues facing schools and students.

Response:**Using data to target student needs**

The foremost challenge for students and schools across Idaho is continuing to identify and employ effective strategies for assisting students who experienced unfinished learning. Statewide data on summative assessments in English Language Arts/Literacy and Mathematics and several other metrics are not yet available, but results from Idaho's fall early reading assessment indicated around a five-percentage point reduction in the share of kindergarten through third grade students reading at grade level from the year prior. Idaho is awaiting spring data from this early reading assessment to determine whether ongoing disruptions caused by COVID-19 further increased that performance gap relative to previous cohorts or if local education agencies were able to narrow it through instruction and specific intervention strategies during the year. Additional assessment results from available formative and summative assessments and end-of-year data on course enrollment, course grades, and other metrics will help districts and schools identify academic priorities. The state will help LEAs develop strategies to analyze intervention priorities outside of the academic context, such as student social/emotional health and economic need, which may have changed based on the ongoing COVID-19 disruptions.

Re-connecting with students

As part of that process, one additional challenge is supporting students who have not maintained consistent contact with the educational system during the past school year. These students may not have assessment data to identify their academic needs and, in some cases, may not have current connections to their district or school. Idaho's overall K-12 enrollment fell by several thousand students from the previous school year and some districts' enrollment fell by over five percent. LEAs will continue their efforts to identify and support any "missing" students as well. All of these results will determine priority focus areas for learning during the summer and next fall.

3. **Identifying Needs of Underserved Students:** Describe your State's 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups:
 - i. Students from low-income families,
 - ii. Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
 - iii. Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
 - iv. English learners,
 - v. Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA")),
 - vi. Students experiencing homelessness,

- vii. Children and youth in foster care,
- viii. Migratory students, and
- ix. Other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time,¹ chronic absenteeism, student engagement, and social-emotional well-being.

Complete the table below, adding rows as necessary, or provide a narrative description.

Response: The three core priorities for Idaho throughout the rest of this school year and school year 2021-2022 are continuing efforts to improve broadband access, addressing the academic impact of unfinished learning, and addressing the social, emotional, and mental health needs of students. These general areas of focus are the same for all students, but interventions will focus on the specific needs for each group.

Improving Broadband Access

As indicated above, the Broadband Task Force and Digital Divide Committee have engaged in efforts to identify and address gaps in Idaho's broadband infrastructure. To improve equity in resources that support student learning, all students need internet access and appropriate technology in order to engage in research and complete homework, and when necessary or preferred, to participate in online or hybrid learning. While improvements have been made, additional work is needed, particularly for students experiencing socioeconomic or housing challenges, and those in rural and remote communities. The Board / SEA is engaged on these committees and state agencies are engaged in ongoing discussions and work to identify appropriate next steps to address remaining broadband and technology gaps.

¹ For the purposes of the plan, "academic impact of lost instructional time" refers to "learning loss" experienced by students as a result of the COVID-19 pandemic, as referenced in the ARP Act and the CRRSA Act.

Addressing Unfinished Learning

At this point in time, Idaho has limited statewide data to quantify the impacts of unfinished learning due to the pandemic. As indicated in Section D of this plan, the Accountability Oversight Committee (AOC), an ad-hoc committee of the Board / SEA, will be working with the Department to gather and analyze appropriate data. Preliminary information suggests that the specific academic consequences of unfinished learning due the COVID-19 pandemic vary by student group in ways that should inform intervention efforts. As an example, the fall statewide early literacy assessment data indicates that the percentage of students from low-income families reading at grade level fell more from 2019 to 2020 than the statewide whole (5.7 percentage points compared to 5.1 percentage points). Similar patterns were seen among many, but not all, traditionally underserved groups, highlighting the need for targeted support. The Board / SEA has reviewed this data, as well as national data regarding the impacts of the pandemic, and has considered anecdotal evidence received from LEAs. Based on this combined information, the Board / SEA has tentatively identified priorities for addressing unfinished learning in our state: early English language arts / literacy skills (K-4), middle grades mathematics (4-9), and credit completion and course recovery for high school. The Board's / SEA's staff will work with the AOC and the Department to conduct an analysis of the state's data to confirm if these areas are those with of greatest need. Once the priority areas are confirmed, the Board / SEA and Department will communicate them to LEAs and will provide professional development and resources to support LEAs in addressing them.

To fully understand and address unfinished learning, the Board / SEA and Department are also reviewing attendance and chronic absenteeism data in order to identify and support students who have or continue to miss substantial instructional time.. Current data on chronic absenteeism for school year 2020-2021 also highlights disparities by student group. For instance, mid-year results indicate that nearly 12 percent of Hispanic students were identified as chronically absent upon exiting school, which was nearly double the rate among white students. An outline of all data to be considered by the AOC is included in Section D.

Addressing Social and Emotional Challenges

The Board / SEA and the Department recognize that the pandemic has had an impact on the social, emotional, and mental health of students and educators. While we are still gathering data to better understand these issues, initial data from the 2020-2021 student engagement survey indicate that the social emotional impacts of the pandemic may have been more substantial for students in certain subgroups. As an example, the statewide student engagement survey administered to students in grades 3-12 in February and March, 2021, showed a substantially higher percentage of students with disabilities categorized as disengaged in the behavioral, cognitive, and emotional domains when compared with students without disabilities. More comprehensive data will become available at the end of this school year, allowing Idaho to enter the summer

and the 2021-2022 school year with detailed information disaggregated by student group.

Table A1. *This table will be populated when data is available in summer 2021.*

The types of data disaggregated by the student groups below will include assessment results, graduation rate, go-on rate, course grades, and other metrics discussed above, including the extent of the ongoing digital divide. These data will provide critical information about how to best support traditionally underserved groups, such as Native American and Hispanic students. Idaho anticipates the majority of data used for this analysis will be gathered through already established collection methods and will not require additional data submissions from LEAs.

Student group	Highest priority needs
Students from low-income families	Available summer 2021
Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)	Available summer 2021
Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Available summer 2021
English learners	Available summer 2021
Children with disabilities	Available summer 2021
Students experiencing homelessness	Available summer 2021
Children and youth in foster care	Available summer 2021
Migratory students	Available summer 2021
Other groups of students identified by the State (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students)	Available summer 2021

4. Understanding the Impact of the COVID-19 Pandemic: Describe how the SEA will support its LEAs in identifying the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic. Where possible, please identify the data sources the SEA will suggest its LEAs use in thoughtfully diagnosing areas of need, including data on the academic, social, emotional, and mental health impacts of lost instructional time.

Response: To support LEAs, the Department will provide both recorded and in-person trainings on using existing reporting tools to identify the academic and social/behavioral impacts of the COVID-19 disruptions. These trainings will address strategies for appropriately using existing data systems for our statewide assessments (interim and summative) in English Language Arts/Literacy and Mathematics, the statewide early literacy assessment (formative and summative), the English learner assessment, the student engagement survey, and graduation rates. The Department will

advertise these training opportunities through newsletters, webinars, and direct outreach to LEA stakeholders. The AOC will review and analyze data in the Student Achievement Report (created by the Department), which will include a focus on the effects of COVID-19 on students across Idaho across myriad metrics, including opportunity to learn, statewide achievement tests, the state's early reading assessment, attendance, and enrollment. These results will be disaggregated by both student and school characteristics. The Department will also produce this report at the LEA level to help stakeholders contextualize their results and inform ongoing intervention efforts. Upon request, the state will provide LEAs with custom data reports targeted to their specific priorities. Of particular concern are schools previously identified for support and improvement. The Department will provide customized tools and reports to ensure these schools have ongoing support for their improvement efforts and that this year's disruptions do not derail their progress in improving overall outcomes and narrowing achievement gaps.

5. School Operating Status: It is essential to have data on how students are learning in order to support the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic. Describe the current status of data collection on operational status and mode of instruction of all schools in your State. This description must include:

- i. A description of to what extent, and how frequently, the State collects now and will collect in the future data for all schools in your State on:
 - a. Mode of instruction: The number of schools in your State that are offering fully remote or online-only instruction; both remote/online and in-person instruction (hybrid model); and/or full-time in-person instruction;
 - b. Enrollment: Student enrollment for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction; and
 - c. Attendance: Student attendance for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction.

Response: Throughout the 2021-2022 school year, the Department employed several approaches to track operating status. At the start of the year, staff monitored district websites and reported the listed status. However, the data were not always completely accurate because district websites did not always reflect operating status changes and the process for manually reviewing websites sometimes took several weeks to complete. In January and February 2021, staff contacted all districts by phone and email to obtain their correct operating status. Since that time, staff have continued to follow up regularly based on anticipated changes. This manual approach was necessary because Idaho does not have a single, unified system for tracking district or school operating status.

Enrollment and attendance, disaggregated by student group, have been collected regularly throughout the year via the state's K-12 longitudinal data system. LEAs submit information to the state via this system in October, November, December, March, May, at the end of the school year in June, and in September to cover the summer period. These attendance and enrollment data can be merged with the operating status information via the state's unique LEA identification number.

Idaho's longitudinal data system also includes information on instructional setting for each course in which a student participates. The available instructional settings can delineate between in-person instruction, synchronous online instruction, and asynchronous online instruction. However, these data are not captured at the individual student level, so a hybrid course would be identified with a single setting while individual students might be participating either in-person or remotely. Furthermore, the setting may have changed at different times during the year without those updates being reflected in the data LEAs provide to the state.

- ii. The data described in A.5.i.a. and b. using the template in Appendix A (and to the extent available, the data described in A.5.i.c.) for the most recent time period available. Please note that this data can be submitted separately within 14 calendar days after a State submits this plan. The SEA must also make this data publicly available on its website as soon as possible but no later than June 21, 2021, and regularly provide updated available information on its website. The Department will periodically review data listed in A.5.i on SEA websites.

Response: Please see the tables in Appendix A for the data described in A.5.i.a and A.5.i.b. Using the most current mid-term average daily attendance (ADA) figures in Idaho to address item A.5.i.c, the ADA by operational status is as follows: Remote or online only = 8,837; Hybrid = 126,126; and Full-time in-person instruction = 168,123. All data will be made publicly available on the State Department of Education website (sde.idaho.gov) by June 21, 2021 and will be updated regularly.

- iii. To the extent available, a description of the planned operational status and mode of instruction for the State and its LEAs for Summer 2021 and for the 2021-2022 school year.

Response: The Board / SEA expects that nearly all traditional LEAs will offer in-person instruction during Summer 2021 and the 2021-2022 school year, with the exception of fully virtual charter schools. However, within traditional LEAs, we anticipate that some districts will continue to offer online school options that they created during the 2020-2021 school year. The Board / SEA and Department will explore options for capturing more detailed and accurate instructional methodology information. In making this decision, the Board / SEA will weigh the benefits of any new data collection against the

additional time and effort necessary for LEAs to report this information. The state will track any available operating status information and report enrollment by student group on the State Department of Education website.

B. Safely Reopening Schools and Sustaining their Safe Operations

The Department recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic. In this section, SEAs will describe how they will support their LEAs in this vital area.

1. Support for LEAs: Describe how the SEA will support its LEAs in safely returning to in-person instruction and sustaining the safe operation of schools. This description must include:
 - i. How the SEA will support its LEAs implementing, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (“CDC”) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;

Response: The Board / SEA approved Idaho Back to School Framework (Framework) 2020, Appendix I, (<https://boardofed.idaho.gov/resources/idaho-back-to-school-framework-2020>) provides expectations, guidelines and best practices to ensure a safe and successful school environment. This document was most recently updated on October 21, 2020, and will continue to be updated by the Board / SEA as necessary to remain current with changes to state and federal guidance. The Framework is a collective effort by the Idaho Governor’s Office and the Board / SEA. The Framework was developed and recommended for Board / SEA approval by a work group made up of representatives from the Department of Education, the Department of Health and Welfare, the local public health districts, and LEAs. This guidance document addresses each of the mitigation strategies listed in the table below. For reference, the corresponding pages from the Framework 2020 have been provided for each mitigation strategy in the table below.

In addition to the guidelines provided in the Framework 2020 related to the appropriate accommodations for children with disabilities, the Department also distributed a 53-page document that dove deeper into the guidance on this particular topic. The “Guidelines for Providing Special Education Services During the COVID-19 Pandemic” is the Board’s / SEA’s detailed guidance to support districts in meeting the needs of students with disabilities (<https://www.sde.idaho.gov/coronavirus/sped/SPED-COVID-19-Q-A-06-03-2020.pdf>).

The Board / SEA also distributed a separate guidance document specific to the wearing of masks in our schools (<https://www.sde.idaho.gov/re-opening/files/COVID-19-School-Mask-Guidance.pdf>).

Complete the table below, adding rows as necessary, or provide a narrative description.

Table B1.

Mitigation strategy	SEA response
Universal and correct wearing of masks	<i>p. 9, 12, 31</i>
Physical distancing (e.g., including use of cohorts/podding)	<i>p. 7, 8, 10-13, 31</i>
Handwashing and respiratory etiquette	<i>p. 9, 29-31</i>
Cleaning and maintaining healthy facilities, including improving ventilation	<i>p. 9, 29-31</i>
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	<i>p. 7-10</i>
Diagnostic and screening testing	<i>p. 9- 11</i>
Efforts to provide vaccinations to educators, other staff, and students, if eligible	<i>The Superintendent of Public Instruction, State Department of Education is not involved in the effort to provide vaccinations.</i>
Appropriate accommodations for children with disabilities with respect to the health and safety policies	<i>p. 13, 23, 24, 26- 28</i>

- ii. Any Statewide plans, policies, estimated timelines, and specific milestones related to reopening and operation of school facilities, including any mechanisms the SEA will use to track, monitor, or enforce their implementation;

Response: In the late Summer of 2020, each LEA was required to develop a local plan. With input from the local public health district or other health experts, each LEA developed a plan that outlined their operations, including how it would respond to disease transmission within their community, enabling them to continue to provide instruction and educational services to their students. The Board / SEA staff verified that each LEA plan had been drafted, vetted, and adopted by the local school board. It is anticipated that districts will update these plans for the upcoming school year through the Safe Return to In-Person Instruction and Continuity of Services Plan. By May 2021, most Idaho brick-and-mortar LEAs had reopened and returned to full-time, in-person instruction.

During the 2021 legislative session, the Superintendent of Public Instruction introduced and sponsored House Bill 175 (<https://legislature.idaho.gov/wp-content/uploads/sessioninfo/2021/legislation/H0175.pdf>), which was signed into law

later in the session. Beginning July 1, Idaho law will require, “to the greatest extent possible and where safety requirements can be developed by the school district or public charter school, an in-person instruction option will be made available to students.” . This new law clearly prioritizes in-person instruction for our traditional brick and mortar schools.

- iii. To what extent the SEA and its LEAs consult with Federal, State, and local health officials. This description should include, if available, whether the SEA and its LEAs have received support for screening testing from their State or local health department based on funding awarded by the CDC; and

Response: The state coordinated a network of statewide task forces to inform aspects of prevention, mitigation, response, and recovery from the pandemic events and effects. Federal resource coordination and information flow was primarily accomplished through federal and state agency representatives in the task force environment. The primary vehicle for guidance and information to individual LEAs was through regular webinars with Idaho public school administrators and staff, the Idaho Superintendents Network, the Idaho School Boards Association, and formal policy guidance from the Board / SEA and the Department. LEAs were incorporated into technical working groups with Education Liaisons through the 7 Public Health Districts (PHDs) as well as county Emergency Managers to support regional and local decision-making and resource requests. These technical working groups assisted in determining critical information and process development related to screening, testing, essential worker testing, community situational awareness and healthcare resource allocation specific to the education environment. This coordination pattern from federal partners to statewide task forces to local technical working groups and ultimately to the local governing body comprised the primary support structure for coordination and guidance throughout the preparation and response phase of operations.

- iv. Any guidance, professional learning, and technical assistance opportunities the SEA will make available to its LEAs.

Response: The Department will continue to hold informational webinars for LEA administrators and staff to provide ongoing and uninterrupted support for their needs in responding to COVID. The Department will facilitate the Idaho Superintendents Network, a professional learning community that works with superintendents across Idaho’s LEAs. These monthly gatherings allow for direct and timely communication with district administrators, providing information that will facilitate nimble transitions in instruction delivery throughout the highly dynamic environment the pandemic has created in our schools. The Governor’s Office convened a K-12 Emergency Council made up of superintendents representing each educational region of the state, charter school representatives, and State Board of Education members. This group continues to meet to identify issues, share information and inform LEA’s in the regions. The Board / SEA will update and maintain the relevant guidance documents described in our responses in Section B.1.i-iii. The Board / SEA will continue to maintain and update a primary webpage focused on COVID resources that support Idaho schools in

the year ahead, and the Department will maintain the pandemic resource page located on its website. A link to the state coronavirus resource website is available here, <https://coronavirus.idaho.gov/resources-for-schools/>. Additionally, the Department will continue to offer professional development opportunities to support educators in implementing instructional practices and programs to address the academic impact of unfinished learning and the social and emotional challenges created by COVID-19. Efforts to address social and emotional impacts include a statewide professional development activity, the Idaho Prevention and Support Conference, for all K-12 educators to learn about school safety and prevention support programs. This event most recently occurred in April of 2021, with more than 800 Idaho educators in virtual attendance. The Department will be offering this opportunity again in the Spring of 2022. Further, the Idaho Rural Education Association has as their mission to expand the quality of learning and educational opportunities in rural schools and communities. Partly in response to the COVID-19 pandemic, this association offers a resource list of mental health providers who will travel to rural and remote locations throughout the state to support the emotional and mental health needs of students.

2. Safe Return to In-Person Instruction and Continuity of Services Plans: Describe how the SEA will ensure that its LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/> (ARP ESSER requirements) to either: (a) within 30 days of receipt of the funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services, or (b) have developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP Act, including:
 - i. How the SEA will ensure that each LEA plan includes, or will be modified to include, the extent to which it has adopted policies and a description of any such policies on each of the strategies listed in table B1;
 - ii. How the SEA will ensure that each LEA plan describes how it will ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services;
 - iii. How the SEA will ensure that the LEA periodically reviews, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023),² and revises as appropriate, its plan, and how the SEA will ensure that the LEA seeks public input, and takes such input into

² ARP ESSER funds are subject to the Tydings amendment in section 421(b) of the General Education Provisions Act, 20 U.S.C. 1225(b), and are therefore available to SEAs and LEAs for obligation through September 30, 2024. Review and revisions of these plans, if necessary, are not required during the Tydings period.

account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan; and

- iv. Describe, to the extent the SEA collects it, information about LEA implementation, to the greatest extent practicable, of each element of the most up-to-date CDC guidance listed in table B1 and its LEAs' needs for support and technical assistance to implement strategies consistent, to the greatest extent practicable, with relevant CDC guidance.

Response: In October 2020, LEAs posted a Back-to-School Plan on their website or made them available through their district offices, which was verified by Board / SEA staff. This was five months prior to the enactment of ARP ESSER. A checklist form (see Appendix E) by which LEAs can compare their original plan and the ARP Act ESSER LEA plan requirements will be made available. This checklist may be used for LEAs to verify their existing plans meet Federal requirements and identify any amendments they will need to make to come into compliance. LEAs whose Back-to-School plan included input from stakeholders and is publicly available on the LEA's website as identified under Sec. 2001(i)(1) and (2), but does not address all the requirements of the April 22, 2021 Federal Register, will have until November 24, 2021 (6 months after May 24, 2021) to revise and post its plan. Any LEA whose Back-to-School plan does not meet the requirements under Sec. 2001(i)(1) and (2) will have 30 days within receipt of the funds to develop and make publicly available a Safe Return plan that meets statutory requirements (August 1, 2021). All LEAs must complete the Safe Return to In-Person Instruction Checklist and post it on their website with their Back-to-School Plan by August 1, 2021. Department staff will visit each LEA website for these documents beginning August 2, 2021. Technical assistance and support will be provided, as needed, for any LEA that does not meet the minimum statutory requirements, which includes meaningful stakeholder input. For a copy of the Safe Return to In-Person Instruction and Continuity of Services Plans Checklist, see Appendix E.

C. Planning for the Use and Coordination of ARP ESSER Funds

The Department recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of students, families, and educators. In this section, SEAs will describe their plans for consultation and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.

1. SEA Consultation: Consistent with the ARP ESSER requirements, describe how the SEA engaged in meaningful consultation with stakeholders, and incorporated input into its plan, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. Tribes (if applicable);
 - iv. civil rights organizations (including disability rights organizations);
 - v. school and district administrators (including special education administrators);
 - vi. superintendents;

- vii. charter school leaders (if applicable);
- viii. teachers, principals, school leaders, other educators, school staff, and their unions; and
- ix. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must include how the SEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the SEA took such input into account.

Response: As soon as Idaho received the ARP ESSER State Plan template on April 22, 2021, the Department staff met several times to identify team leads for each section of the plan and to develop a core stakeholder list for initial communication. On May 5, 2021, a letter went out from the Department's Chief Deputy Superintendent to stakeholders. The letter invited stakeholders to provide input into Idaho's ARP ESSER Plan, included the timeline for developing and submitting the Plan, and provided a process for stakeholders to identify sections of interest. The same communication was sent out again May 7, 2021 from the Department's Deputy Superintendent of Communications and Policy.

Team leads scheduled meetings for their sections between May 10-May 18, 2021, and invited interested stakeholders to participate. The opportunity to collaborate was communicated to a variety of stakeholders including superintendents, Board / SEA staff, Governor's Office staff, Division of Financial Management staff, Legislative Services Office staff, Idaho Association of School Administrators, Idaho School Boards Association, Idaho Education Association, LEA business managers, Nez Perce Tribe Education Director, Idaho Business for Education, Idaho Association of Commerce and Industry, Bluum, Idaho PTA Association Board, and the Department's directors of Special Education, Indian Education, Certification, Student Engagement and Safety Coordination, Assessment and Accountability, and Federal Programs.

Additionally, Superintendent of Public Instruction Sherri Ybarra is currently accepting applications through June 25, 2021, for a new Student Advisory Council. This statewide panel will include representation from students in grades 2 – 11 from different backgrounds, cultures, and school size. Through this council, Idaho students will have an opportunity to share their voices on important educational topics, including the Idaho ARP ESSER SEA State Plan implementation. This group will meet quarterly either virtually or in person.

A link to the first draft of Idaho's ARP ESSER State Plan was published on the State Department of Education's website (www.sde.idaho.gov) from May 21– June 1, 2021 for public review. Sixteen individuals and organizations provided input on the draft Plan posted on the Department's webpage. These stakeholders represented district administrators and business managers, a retired counselor, local school board member, a grandparent, United Way, College of Idaho, New Classrooms, and interested citizens.

Stakeholder input included support and gratitude in using part of the ARP ESSER State Set-Aside Reserve 3% for LEAs who do not receive Title I-A allocations. Support for Innovation Zones to address unfinished learning was promoted by New Classrooms. Support was expressed for using the State Set-Aside Reserve for students with unique needs such as those students who are homeless, migratory, English Learners, or with disabilities. Several stakeholders described support for using full-service community-based afterschool and summer enrichment providers as a valuable resource and partner to schools in addressing the academic, social and emotional needs of students. Support for using chronic absenteeism as a measure for identifying students was included. There was some confusion expressed about the two LEA plans and the need for approval by the local school board prior to submission to the State Department of Education. Support was also expressed for additional educator professional development for social emotional health and positive behavioral interventions and supports (PBIS) as well as the importance of good nutrition and feeding children at school. All feedback documentation is on file with the Department.

The Board's / SEA's Accountability Oversight Committee (AOC) met May 27, 2021 to read the draft plan and make comments. This feedback was provided to the Department on June 1st and the input was incorporated into the final draft.

A stakeholder feedback review committee was convened on June 2, 2021 to review the public comment feedback and make recommendations for changes to the plan. Twenty seven participants representing the Idaho Educators Association, LEA administrator, Charter Commission, Board / SEA, Idaho School Boards Association, Idaho Business for Education, Idaho Association of Commerce and Industry, Idaho legislators, Bluum, Idaho Hispanic Commission, Idaho Division of Financial Management, Education Northwest REL and Comprehensive Center 17, and the Department's executive staff and directors from the Indian Education, Special Education, Assessment and Accountability, Certification, and Federal Programs departments discussed the comments and provided suggestions for plan revisions. The final version of the Idaho ARP ESSER State Plan submitted to the State Board of Education / SEA for consideration and submittal to the U.S. Department of Education reflects discussions from this meeting.

The Board/ SEA met June 15, 2021, to review and approve Idaho's ARP ESSER State Plan and delegate submittal of the plan by the SEA's representative to the U.S. Department of Education.

In addition to the stakeholders represented in the development of Idaho's plan, Idaho will engage representation from two additional vulnerable populations of students: advocates for students in the foster care system and advocates for children and youth incarcerated in the juvenile justice system. The number of students in the foster care system fluctuated between 1,800 and 1,900 during the 2020-2021 school year, and approximately 5,000 students were served in Neglected or Delinquent facilities during this same period. The Board / SEA is committed to both of these underserved populations. The State Department of Education's Foster Care liaison works closely

with LEAs to ensure students are provided transportation to their school of origin when it is determined to be in their best interest. Additionally, quarterly meetings are held between the State Department of Education staff and Health and Welfare Family and Children Services Division to develop practices, procedures and policies to support K-12 students in the foster care system. The State Department of Education's Foster Care Liaison also participates in the U.S. Department of Education and American Bar Association Foster Care Community of Practice. This group assists other states working to strengthen their foster care processes. Idaho's Title I-D Coordinator is a member of the Idaho Juvenile Justice Commission / State Advisory Group and participates in quarterly meetings where specific needs related to justice-involved youth are discussed.

Moving forward, Department staff will continue to provide weekly ESSER reports on its website, updates on the implementation of the state's ARP ESSER State Plan to the Board / SEA, and quarterly virtual/in-person updates to the public. As the Idaho ARP ESSER State Plan is implemented, the Board / SEA and Department of Education staff will continue to invite and engage all stakeholders including representation from students, families, tribes, civil rights organizations, including the Hispanic Commission, school staff, district administrators, special education administrators, charter school leaders, as well as advocates for children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and any other identified underserved students. Additional stakeholders include associations connected with education such as the PTA Association Board, staff from the Governor's office, business, commerce and industry leaders, and Board / SEA and State Department of Education staff.

2. Coordinating Funds: Describe to what extent the SEA has and will coordinate Federal COVID-19 pandemic funding and other Federal funding. This description must include:
 - i. How the SEA and its LEAs 1) are using or have used prior to the submission of this plan and 2) plan to use following submission of this plan, Federal COVID-19 funding under the Coronavirus Aid, Relief, and Economic Security ("CARES") Act and the CRRSA Act to support a safe return to and safely maximize in-person instruction, sustain these operations safely, and address the disproportionate impact of the COVID-19 pandemic on individual student groups (including students from low-income families, children with disabilities, English learners, racial or ethnic minorities, students experiencing homelessness, children and youth in foster care, and migratory students);

Complete the table below or provide a narrative description.

Table C1.

Funding Source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
CARES Act ESSER I: \$47,854,695 Idaho allocated 100% of its ESSER I funds, including the State Set-Aside Reserve to LEAs.	LEA: \$43,069,226 total See Appendix F for LEAs' Reimbursement by Category	Idaho does not collect LEAs' future/planned uses of funds.
	\$3,785,469 – LMS/Blended Learning	
	\$1,000,000 – SEL activities	
CARES Act GEER I:	\$1,036,000 –funds to Career Technical Ed for PD to teachers	Idaho does not collect LEAs' future/planned uses of funds.
	\$742,000 – funds to Career Technical Ed for PD to teachers	
	\$3,813,800 – funds to Idaho Digital Learning Alliance	
	\$839,700 – funds to Idaho Public Television	
	\$368,250 - STEM	
	\$25,000 – Building Safety	
CRRSA Act ESSER II: \$195,890,413	LEA: \$176,301,372 total discretionary flow through. The Governor signed the supplemental appropriation into law May 10, 2021 and LEAs received access to half of these funds May 20, 2021 and the remaining funds July 1, 2021, per the legislature. Data on how LEAs spend these funds are not yet available.	100% of the State Set-Aside Reserve has been obligated. There are no additional planned uses of funds at the state level. The state does not collect LEAs' planned uses of funds.
	SEA: \$19,589,041 total \$11,851,302 – allocations to LEAs who do not receive a Title I-A allocation and low funded ESSER II LEAs \$300,000 – administration costs \$6,137,700 – HB22 \$1,300,000 – Content and Curriculum Digital Tech	
CRRSA Act GEER II: \$6,857,039	These funds have not been obligated yet.	

Response: In addition to the GEER funds, the Governor approved the funding request of the Board / SEA for flowthrough grants to LEAs administered by the Department:

- \$99 M Special Distribution,
- \$24,920,000 Blended Learning for devices, connectivity, professional development, assistive technology and a learning management system
- \$1,000,000 for Technology for 60 LEAs with high poverty needs
- \$1,000,000 for LEAs that did not receive a Title I-A allocation.

- To what extent ESSER I and ESSER II funds have been awarded to LEAs and, if funds have not yet been made available to LEAs, when they will be. In addition, please provide any available information on the total dollar amounts of ESSER I and ESSER II funds that have been obligated but not expended by the SEA and its LEAs, including whether the SEA is able to track LEA obligations.

Response: CARES Act ESSER I funds were awarded to LEAs on June 24, 2020. The Board / SEA allocated 100% of its 10% State Set-Aside Reserve to LEAs for LMS/Blended Learning and SEL activities. The Board / SEA and Department do not track LEA obligations, only reimbursements. In Idaho, Federal funds are subject to legislative appropriation. Governor Little signed the supplemental appropriation for CRRSA Act ESSER II funds into law May 10, 2021. LEAs received access to approximately half of these funds May 20, 2021 and will receive access to the remaining funds July 1, 2021, per the legislature. The 10% State Set-Aside Reserve of \$19,589,041 has been obligated by the Board / SEA:

- \$11,851,302 – allocations to LEAs who did not receive a Title I-A allocation and low funded ESSER II LEAs
- \$300,000 – administration costs

The legislature approved:

- \$6,137,700 – HB22 – an additional appropriation based on increased attendance for two Charter LEAs
- \$1,300,000 – Content and Curriculum Digital Tech (\$1,000,000 must be used for research-based programs to assist with the instruction of students with non-English or limited-English proficiency for learning loss while \$300,000 may be used by the Department to contract for services that provide technology education opportunities and/or information technology certification to students and faculty that prepare students for college, career, or the workplace.

Idaho does not track LEA obligations.

- iii. In supporting LEAs as they plan for the safe return to and continuity of in-person instruction and for meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic, the extent to which the SEA is also using other Federal funding sources including but not limited to under the Elementary and Secondary Education Act of 1965 (“ESEA”), IDEA, Workforce Innovation and Opportunity Act (“WIOA”), funding for child nutrition services, and McKinney-Vento Homeless Assistance Act, and the funds to support the needs of students experiencing homelessness provided by section 2001(b)(1) of the ARP Act.³

Response: LEAs are highly encouraged to coordinate and leverage all their Federal funds, including ESEA, IDEA, McKinney-Vento Homeless Assistance Act, and child nutrition funds, to meet the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic as they plan for the safe return to and continuity of in-person instruction.

³ Please note that the needs of students experiencing homelessness must be addressed (along with the other groups disproportionately impacted by the COVID-19 pandemic) through the use of the ARP ESSER SEA reservations and the required LEA reservation for the academic impact of lost instructional time; the funding provided to support the needs of students experiencing homelessness by section 2001(b)(1) of the ARP Act is in addition to the supports and services provided with ARP ESSER funds.

D. Maximizing State-Level Funds to Support Students

The Department recognizes that States have an extraordinary opportunity to address the disproportionate impact of the COVID-19 pandemic on underserved students through the ARP Act's required State set-asides to address the academic impact of lost instructional time, provide summer learning and enrichment programs, and provide comprehensive afterschool programs. In this section, SEAs will describe their evidence-based strategies for these resources.

1. **Academic Impact of Lost Instructional Time:** Describe how the SEA will use the funds it reserves under section 2001(f)(1) of the ARP Act (totaling not less than 5 percent of the State's total allocation of ARP ESSER funds) on evidence-based interventions to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, emotional, and mental health needs. The description must include:
 - i. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those interventions on an ongoing basis to understand if they are working;

~~The Board / SEA has not chosen specific interventions, as those will be determined at the local level. The Board / SEA will require LEAs to use evidence-based interventions and to provide the appropriate research.~~

In an effort to level the playing field for small, rural districts, the Board / SEA will use 2.5% of the state reserve funds, as outlined in Section D.4. Emergency Needs, to provide funds to the Bureau of Educational Services for the Deaf and the Blind and LEAs who are receiving little to no funding through the ARP ESSER LEA funds, as distributed based on the Title I formulas. No other state reserve funds will be distributed to LEAs. Please see Section D.4. Emergency Needs for additional details regarding distribution of state reserve funds to LEAs.

The Board / SEA will use the statewide reserve funds to address the impact of lost instructional time, through the following three targeted activities.

Data Systems, Research and Monitoring

The Board / SEA will use state-level funds to support expanding data systems needed for research regarding the impact of the pandemic and ongoing monitoring of the impact of strategies implemented by the state and LEAs. This will include costs to program the state longitudinal data system to support expanded data collection and costs related to analysis and research, including engaging with contractors as needed. A primary focus of this work will be ensuring we have research and data systems capacity to accurately identify students disproportionately affected by the pandemic, including research on the

impact on each of the student groups listed in A.3.i.-viii. Funds used for collecting, researching and monitoring the impact of loss instructional time and the impact of evidence-based interventions that support learning loss will be tracked separately from state-level funds designated for other purposes such as evidenced based summer learning and enrichment programs and evidenced based comprehensive afterschool programs. The use of funds will be tracked to assure they are only expended for allowable uses.

The Accountability Oversight Committee (AOC), an ad hoc committee of the Board / SEA, will review data related regarding the effectiveness of the state's implementation of the ARP ESSER Plan no less than two times per year. Based on this analysis, the AOC will make recommendations to the Board / SEA regarding any adjustments that should be considered to improve the use of funds or implementation. The data that will be included in the AOC's annual report is provided romanette ii below. The analysis will include a focus on the disproportionate impact of the pandemic on certain groups of students, including those listed in A.3.i.-viii. In addition to the data outlined in romanette ii below, the AOC will review the state's interim assessment data. As a part of the Idaho's suite of standardized assessments, the Idaho Standards Achievement Test by Smarter Balanced includes the Smarter Balanced Interim Assessments. The Smarter Balanced Interim Assessments are provided at no cost to LEAs, and between 30% and 40% of the state's LEAs have used them in recent years as a part of progress monitoring and/or formative assessment. Moving forward, the Board / SEA will continue to strongly encourage LEAs to use the Interim Block and Focused Interim Block assessments throughout the year and the Department will provide professional development and communications to support LEAs in effectively using them. The AOC will review a sampling of the Smarter Balanced Interim Assessment data midyear to monitor progress and attempt to identify LEAs that are demonstrating success in accelerating student learning. The AOC recognizes the limitations of the interim assessment data and will take care in making interpretations and using the data.

Statewide Tools to Address Unfinished Learning

The Board / SEA has reviewed national data regarding the impacts of the pandemic and has considered anecdotal evidence received from LEAs has tentatively identified priorities for addressing learning gaps in our state: early English language arts / literacy skills (K-4), middle grades mathematics (4-9), and credit completion and course recovery for high school. The Board / SEA will be conducting an analysis of the state's data to confirm if these areas are those with the greatest need. Once the priority areas are confirmed, the Board / SEA and Department will communicate them to LEAs and will provide professional development and resources to support LEAs in addressing them.

The Board has created the Unfinished Learning Work Group, and has tasked the Unfinished Learning Work Group with identifying evidence-based tools for statewide use. The Unfinished Learning Work Group will work with the Board / SEA to develop specifications for resources and tools to be purchased through a statewide contract using ARP ESSER state reserve funds. These evidence-based tools will be provided to all LEAs for their use in support of accelerated learning. Once the evidence based practices have been identified the state plan will be updated to include the specific evidence based practices.

Professional Development

The Board / SEA will use state reserve funds to provide pProfessional development ~~will be provided~~ to LEAs, including administrators and teachers. Professional development will be focused, on: a) using data to identify gaps in student learning caused by unfinished learning, with an emphasis on identifying students disproportionately impacted by the pandemic; and b) implementing accelerated learning strategies to address those gaps. Such strategies may include high-dosage tutoring, extended learning time interventions (during or before/after school), acceleration academies (focused instruction in one subject during vacation breaks), with an emphasis on ensuring strategies are tied closely to classroom content (and aligned to the state content standards) and designed to meet the needs of their local student populations.

In addition to strategies focused on addressing disrupted learning, the Board / SEA will use state reserve funds to ~~state will~~ provide professional development to LEAs regarding using ARP ESSER funds to increase resources available to students and families to meet students' social, emotional, and mental health needs and will strongly encourage LEAs to set aside funds for this purpose. The Idaho Rural Education Support Network and Idaho Digital Learning Academy have gathered a list of social, emotional, and mental health resources, and the Board / SEA and Department will partner with them to distribute the list to all LEAs. LEAs will be required to indicate how they are addressing these needs in their Use of Funds Plan, as outlined in Section E.

~~The Board / SEA will use state level funds to support the evaluation and ongoing monitoring of the impact of strategies implemented by LEAs. This will include costs to program the state longitudinal data system to support expanded data collection and costs related to analysis and research, including engaging with contractors as needed. It may also include providing funds to LEAs to manage data at the local level.~~

~~The Accountability Oversight Committee (AOC), an ad hoc committee of the Board / SEA, will review data related regarding the effectiveness of the state's implementation of the ARP ESSER Plan no less than two times per year. Based on this analysis, the AOC will make recommendations to the Board / SEA regarding any adjustments that should be considered to improve the use of funds~~

~~or implementation. The data that will be included in the AOC's annual report is provided romanette ii below. In addition to that data, the AOC will review the state's interim assessment data. As a part of the Idaho's suite of standardized assessments, the Idaho Standards Achievement Test by Smarter Balanced includes the Smarter Balanced Interim Assessments. The Smarter Balanced Interim Assessments are provided at no cost to LEAs, and between 30% and 40% of the state's LEAs have used them in recent years as a part of progress monitoring and/or formative assessment. Moving forward, the Board / SEA will continue to strongly encourage LEAs to use the Interim Block and Focused Interim Block assessments throughout the year and the Department will provide professional development and communications to support LEAs in effectively using them. The AOC will review a sampling of the Smarter Balanced Interim Assessment data midyear to monitor progress and attempt to identify LEAs that are demonstrating success in accelerating student learning. The AOC recognizes the limitations of the interim assessment data, and will take care in making interpretations and using the data.~~

- ii. How the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to determine the impact of lost instructional time; and

~~The Board / SEA will require LEAs to indicate the evidence-based strategies they will use to address the needs of individual students, including students within subgroups disproportionately impacted by the COVID-19 pandemic, in their Use of Funds Plans, as outlined in Section E.~~

Idaho's previous assessment data has demonstrated gaps between subgroups of students and their peers, including students from low socioeconomic backgrounds, those receiving special education services, English Learners, and students from diverse ethnic backgrounds. The Board / SEA is committed to determining the extent to which these gaps have been exacerbated by the pandemic. As previously indicated, the Board / SEA has reviewed national data related to the impacts of the pandemic and has engaged in preliminary discussions regarding prioritizing efforts to address learning gaps. However, the Board / SEA is looking forward to reviewing Idaho's data to determine if the national trends related to learning gaps and disproportionate impact hold true in our state. As outlined in Section D1.i., above, the Board / SEA will use state reserve funds to support expansion of our data and research capacities to ensure we have an accurate understanding of the student groups disproportionately affected by the COVID-19 pandemic. The Board / SEA has tasked the AOC with reviewing the data and reporting to the Board. An emphasis of the AOC's analysis will be the disproportionate impact of the pandemic on certain groups of students, including those listed in A.3.i.-viii.

The statewide data to be used to determine the disproportionate impact of the pandemic on certain groups of students will be compiled by the Department annually into Idaho's Student Achievement Report. The Student Achievement Report will be analyzed by the AOC, and the committee will provide recommendations to the Board regarding policies and strategies that need to be adjusted to address student needs and improve achievement. The majority of the data to be included in the Student Achievement Report is already collected by the state; however, the Department and the AOC will be comparing and analyzing the data in new ways in order to identify students disproportionately impacted by the pandemic. The 2022 Student Achievement Report will include the following data:

- Opportunity to Learn Survey Results
- Longitudinal representation of cohort performance on state standardized assessments, including the Idaho Standards Achievement Test and the Idaho Reading Indicator
- Comparison of performance on the state standardized assessment by student subgroups (low socioeconomic, special education, English learners, homeless, migrant, and foster).
- Comparison of performance on state standardized assessment by locale designation (rural vs. urban)
- Comparison of performance on state standardized assessment by attendance
- Comparison of graduation rates by student subgroups and by attendance
- Comparison of secondary student grades (with a focus on failure grade rates) by student subgroups and by attendance
- Comparison of Go On rates by student subgroups

As outlined in Sections A and E of this plan, the state will distribute the AOC's Annual Report, including the Student Achievement Report to all LEAs. The Board / SEA will use state reserve funds, as outlined in Section D1.i. above, to provide professional development to state will also support LEAs in conducting similar analyses of their LEA-level data. Finally, The Board / SEA and Department will encourage LEAs to consider other locally available data, such as benchmark and formative assessments and teacher feedback, that they may use to identify and support students disproportionately impacted by the pandemic. Further, the professional development provided by the state will include information regarding how to use accelerated learning strategies to address the needs of students disproportionately impacted by the pandemic, including how strategies can be adjusted to target the student groups listed in A.3.i.-viii. LEAs will also be provided with evidence-based tools purchased by the state to address the needs of all students, with an emphasis on those disproportionately impacted by the pandemic. Such strategies may include high-dosage tutoring, extended learning time interventions (during or before/after school), acceleration academies (focused instruction in one subject during vacation breaks), with an emphasis on ensuring

strategies are tied closely to classroom content (and aligned to the state content standards) and designed to meet the needs of their local student populations.

The Board / SEA will Finally, the Board / SEA will require LEAs to indicate the evidence-based strategies they will use to address the needs of individual students, including students within subgroups disproportionately impacted by the COVID-19 pandemic, in their Use of Funds Plans, as outlined in Section E.

- iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

The Board / SEA will review the AOC's Annual Report, which will include an analysis of data comparing the performance of students on statewide standardized assessments based on their enrollment (movement between LEAs) and attendance, including those identified as chronically absent. Professional development will be provided to LEAs regarding use of the statewide data and how they can conduct similar analysis at the LEA level. LEAs will be guided to use their attendance and absenteeism data to identify students who missed the most instruction during the 2019-2020 and 2020-2021 school years, and those whose attendance is problematic during the 2021-2022 school year. To support LEAs in addressing the needs of students who missed substantial instruction, professional development will be provided to LEAs regarding how they can use a tiered system of support to improve student attendance and engagement. The tiered system of support will be based on resources available through AttendanceWorks, as previously recommended to the Board by the Accountability Oversight Committee.

The Board / SEA will offer LEAs with no or low formula-based allocations and those who use their LEA-level ARP ESSER funds and have exhausted other funding sources, but still need additional funds to implement the tiered system of support, the opportunity to apply for funds from the state.

2. Evidence-Based Summer Learning and Enrichment Programs: Describe how the SEA will use the funds it reserves under section 2001(f)(2) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based summer learning and enrichment programs, including those that begin in Summer 2021, and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:
 - i. A description of the evidence-based programs that address the academic, social, emotional, and mental health needs of students (e.g., providing intensive or

high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

~~The Board / SEA has not chosen specific interventions, as those will be determined at the local level. The Board / SEA will require LEAs to use evidence-based interventions when implementing summer programming.~~

As previously indicated, the Board / SEA will use 2.5% of the state reserve funds, as outlined in Section D.4. Emergency Needs, to provide funds to the Idaho Bureau of Educational Services for the Deaf and the Blind and LEAs who are receiving little to no funding through the ARP ESSER LEA funds, as distributed based on the Title I formulas. No other state reserve funds will be distributed to LEAs. The Bureau of Educational Services for the Deaf and the Blind and LEAs who receive funds through the Emergency Needs set aside may use those funds for summer learning and enrichment programs. Please see Section D.4. Emergency Needs for additional details regarding distribution of state reserve funds to LEAs.

The Board / SEA will use the state reserve funds for summer learning and enrichment programs in the following ways.

Data Systems, Research and Monitoring

As outlined in Section D1.i. above, the Board / SEA will use state-level funds to support expanding data systems needed for research regarding the impact of the pandemic and ongoing monitoring of the impact of strategies implemented by the state and LEAs, including summer learning and enrichment programs. Funds used for collecting, researching and monitoring the impact of loss instructional time and the effectiveness of evidence-based summer learning and enrichment programs will be tracked separately from funding used for identifying the effectiveness of evidence based interventions that support learning loss and the effectiveness of evidenced based comprehensive afterschool programs.

Beginning with summer 2021, LEAs will be required to submit data regarding student enrollment and attendance in summer programs. As the state has not previously collected this data, state reserve funds will be used to program the statewide longitudinal data system for this data collection, and to provide training to districts to ensure they collect and report the data correctly. Gathering this data will allow the Board / SEA to conduct an evaluation of the effectiveness of summer programs. The state may utilize the following data points to evaluate the effectiveness of summer programs:

- Comparison of student scores on the spring Idaho Reading Indicator (prior to participation in summer) and the fall Idaho Reading Indicator (after participation) for grades K-3;

- Comparison of students scores on the spring Idaho Standards Achievement Test by Smarter Balanced and the Smarter Balanced Interim Comprehensive Assessment administered at the end of summer programs for grades 4-8;
- Student grades for secondary students enrolled in specific courses for the purposes of credit recovery; and
- LEA established pre and post test results.

Statewide Tools to Address Unfinished Learning

As described in Section D1.i. above, The Board / SEA will use state reserve funds to purchase evidence-based tools to support accelerated learning. The tools will be made available to all LEAs and may be used by LEAs in summer learning and enrichment programs. The funds reserved under this section will only be used for evidence based summer learning and enrichment programs and shall be tracked separately from funds used for other purposes. Once the evidence based practices have been identified the state plan will be updated to include the specific evidence based practices. The use of funds will be tracked to assure they are only expended for allowable uses. Once identified, the state plan will be updated to include specific evidence-based summer learning and enrichment programs.

Professional Development and Resource Distribution

The Board / SEA will use state reserve funds to provide professional development focused on evidence-based summer learning and enrichment. Idaho is participating in the Summer Learning and Enrichment Collaborative, and the Board / SEA and Department will gather and and Department will distribute resources to LEAs regarding evidence-based approaches to implementing effective summer programs that address students' academic and social, emotional, and mental health needs, with an emphasis on supporting students disproportionately affected by the pandemic. Professional development aligned to these resources will be provided. Evidence-based practices included in the professional development and/or distributed resources could include:

- facilitation by credentialed teachers with content knowledge;
- focus on single-subject intensives;
- use of rigorous curricula aligned to the state content standards and consistent with the curricula used by the LEA during the school year;
- high-quality enrichment experiences; and
- an emphasis on consistent attendance and engagement.

~~Beginning with summer 2021, LEAs will be required to submit data regarding student enrollment and attendance in summer programs. Gathering this data will allow the Board / SEA to conduct an evaluation of the effectiveness of~~

~~summer programs. The state may utilize the following data points to evaluate the effectiveness of summer programs:—~~

- ~~• Comparison of student scores on the spring Idaho Reading Indicator (prior to participation in summer) and the fall Idaho Reading Indicator (after participation) for grades K-3;~~
- ~~• Comparison of students scores on the spring Idaho Standards Achievement Test by Smarter Balanced and the Smarter Balanced Interim Comprehensive Assessment administered at the end of summer programs for grades 4-8;~~
- ~~• Student grades for secondary students enrolled in specific courses for the purposes of credit recovery; and~~
- ~~• LEA established pre and post test results.~~

- ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3. i.--viii. When possible, please indicate which data sources the SEA will use to identify students most in need of summer learning and enrichment programs; and

As outlined in Section D1.i-ii., above, the Board / SEA will use state reserve funds to support expansion of our data and research capacities to ensure we have an accurate understanding of the student groups disproportionately affected by the COVID-19 pandemic. The Board / SEA has tasked the AOC with reviewing the data (outlined in D1.ii) and reporting to the Board. An emphasis of the AOC's analysis will be the disproportionate impact of the pandemic on certain groups of students, including those listed in A.3.i-viii.

The Board / SEA will also use state reserve funds to provide professional development to LEAs to support them in conducting internal analyses to identify students within their LEA disproportionately impacted by the pandemic. The Board / SEA and Department will guide LEAs to use spring data, including statewide standardized assessment results and local assessments, to review the needs of individual students and determine which students should be enrolled in summer programs. The Board / SEA will guide LEAs to provide prioritized enrollment in summer learning and enrichment programs to students in their LEA identified as disproportionately affected by the pandemic. Professional development will provided that includes how LEAs can review their student subgroup data to identify students disproportionately impacted by the pandemic, and how accelerated learning strategies can be implemented to ensure students' individual learning gaps and needs are addressed.

Idaho is participating in the Summer Learning and Enrichment Collaborative, and the Board / SEA and Department will gather and distribute information resources and provide aligned professional development to LEAs, as outlined in Section D2.i. above, to LEAs regarding effective evidence-based strategies

for meeting students' needs, particularly with an emphasis on targeting strategies to effectively support students disproportionately affected by the pandemic.

~~The Board / SEA and Department will guide LEAs to use spring data, including statewide standardized assessment results, to review the needs of individual students and determine which students should be enrolled in summer programs. Professional development will be provided that includes how LEAs can review their student subgroup data to identify students disproportionately impacted by the pandemic, and how accelerated learning strategies can be implemented to ensure students' individual learning gaps and needs are addressed.~~

- iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

The Board / SEA will use enrollment, attendance, and absenteeism data to identify students who missed the most learning during the 2019-2020 and 2020-2021 school years, as outlined in Section D.1.iii above. Professional development will be provided to guide LEAs in using their attendance and absenteeism data to identify the students who missed the most instruction within their LEA, and LEAs will be guided to prioritize those students for enrollment in summer programs.

Additionally, professional development regarding implementing a tiered support system to address the needs of students demonstrating attendance issues will be provided to LEAs beginning in the 2021-2022 school year.

3. Evidence-Based Comprehensive Afterschool Programs: Describe how the SEA will use the funds it reserves under section 2001(f)(3) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based comprehensive afterschool programs (including, for example, before-school programming), and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:

- i. A description of the evidence-based programs (e.g., including partnerships with community-based organizations) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

~~The Board / SEA has not chosen specific interventions, as those will be determined at the local level. The Board / SEA will require LEAs to use evidence-based strategies in implementing before and afterschool programs.~~

As previously indicated, the Board / SEA will use 2.5% of the state reserve funds, as outlined in Section D.4. Emergency Needs, to provide funds to the Idaho Bureau of Educational Services for the Deaf and the Blind and LEAs who

are receiving little to no funding through the ARP ESSER LEA funds, as distributed based on the Title I formulas. No other state reserve funds will be distributed to LEAs. The Bureau of Educational Services for the Deaf and the Blind and LEAs who receive funds through the Emergency Needs set aside may use those funds to implement evidence-based comprehensive after school programs. Please see Section D.4. Emergency Needs for additional details regarding distribution of state reserve funds to LEAs.

The Board / SEA will use the state reserve funds to support implementation of evidence-based comprehensive after school programs in the following ways.

Data Systems, Research and Monitoring

As outlined in Section D1.i. above, the Board / SEA will use state-level funds to support expanding data systems needed for research regarding the impact of the pandemic and ongoing monitoring of the impact of strategies implemented by the state and LEAs, including after school programs. Funds used for collecting, researching and monitoring the impact of loss instructional time and the effectiveness of evidenced based comprehensive afterschool programs will be tracked separately from funding used for identifying the effectiveness of evidence based interventions that support learning loss and the effectiveness of evidence-based summer learning and enrichment programs. Once identified, the state plan will be updated to include specific evidence-based comprehensive after school programs.

Beginning in the 2021-2022 school year, the Board / SEA will require LEAs to submit data about student enrollment and attendance in before and afterschool programs. As the state has not previously collected this data, state reserve funds will be used to program the statewide longitudinal data system for this data collection, and to provide training to districts to ensure they collect and report the data correctly. The Board / SEA will use statewide standardized assessment data, including interim assessments when appropriate, to compare the performance of students attending before and afterschool programs to their peers who do not attend. The Board / SEA will use state-level funds to support data gathering and analysis, as needed.

Statewide Tools to Address Unfinished Learning

As described in Section D1.i. above, the Board / SEA will use state reserve funds to purchase evidence-based tools to support accelerated learning. The tools will be made available to all LEAs and may be used by LEAs within their after school programs. The funds reserved under this section will only be used for evidence based afterschool programs and shall be tracked separately from funds used for other purposes. Once the evidence based practices have been identified the state plan will be updated to include the specific evidence based

practices. The use of funds will be tracked to assure they are only expended for allowable uses.

Professional Development

The Board / SEA will use state reserve funds to provide pProfessional development will be provided to LEAs on effective implementation of accelerated learning strategies within the after school environment. Further, the Board / SEA will strongly encourage LEAs to begin or expand partnerships with non-profits and other community agencies that provide or support before and after school programming, and will ensure LEAs understand that they may use LEA-level funds to support these partnerships. The Board / SEA will require LEAs to report how their before and afterschool programs were created, including if they have engaged in new community partnerships or built upon existing partnerships, and to indicate if the number of available spots in before and afterschool programs has increased using ARP ESSER funds. The SEA will also require LEAs to provide information regarding their efforts to increase attendance and participation in before and afterschool programs (or maintain high attendance if previous data indicates it was already strong).

~~Beginning in the 2021-2022 school year, the Board / SEA will require LEAs to submit data about student enrollment and attendance in before and afterschool programs. The Board / SEA will use statewide standardized assessment data, including interim assessments when appropriate, to compare the performance of students attending before and afterschool programs to their peers who do not attend. The Board / SEA will use state level funds to support data gathering and analysis, as needed.~~

- ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to identify students most in need of comprehensive afterschool programming; and

As outlined in Section D1.i-ii., above, the Board / SEA will use state reserve funds to support expansion of our data and research capacities to ensure we have an accurate understanding of the student groups disproportionately affected by the COVID-19 pandemic. The Board / SEA has tasked the AOC with reviewing the data (outlined in D1.ii) and reporting to the Board. An emphasis of the AOC's analysis will be the disproportionate impact of the pandemic on certain groups of students, including those listed in A.3.i-viii.

The Board / SEA will also use state reserve funds to provide professional development to LEAs to support them in conducting internal analyses to identify students within their LEA disproportionately impacted by the pandemic. The Board / SEA and Department will guide LEAs to use data,

including statewide standardized assessment results, interim assessments, and/or locally-chosen progress monitoring, to review the needs of individual students and determine which students should be enrolled in before and afterschool programs. The Board / SEA will guide LEAs to provide prioritized enrollment in summer learning and enrichment programs to students in their LEA identified as disproportionately affected by the pandemic.

The Board / SEA will use state reserve funds to provide pProfessional development ~~will provided that includes howto~~ LEAs ~~can regarding implementing evidence-based accelerated learning strategies in after school programs review their student subgroup data to identify student disproportionately impacted by the pandemic, and how accelerated learning strategies can be implemented~~ to ensure students' individual learning gaps ~~and needs~~ are addressed, with an emphasis on targeting strategies to effectively support students disproportionately affected by the pandemic.

7

- iii. the extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

The Board / SEA will use enrollment, attendance, and absenteeism data to identify students who missed the most learning during the 2019-2020 and 2020-2021 school years, as outlined in Section D.1.iii above. Professional development will be provided to guide LEAs in using their attendance and absenteeism data to identify the students who missed the most instruction within their LEA, and LEAs will be guided to prioritize those students for enrollment in summer before and afterschool programs.

Additionally, professional development regarding implementing a tiered support system to address the needs of students demonstrating attendance issues will be provided to LEAs beginning in the 2021-2022 school year.

4. Emergency Needs: If the SEA plans to reserve funds for emergency needs under section 2001(f)(4) of the ARP Act to address issues responding to the COVID-19 pandemic, describe the anticipated use of those funds, including the extent to which these funds will build SEA and LEA capacity to ensure students' and staff's health and safety; to meet students' academic, social, emotional, and mental health needs; and to use ARP ESSER funds to implement evidence-based interventions.

The Board / SEA will set aside 2.5% of the total state reserve allocation as ~~use~~ the statewide Emergency Needs funds, which will be distributed ~~to provide funding to~~ LEAs that receive no or low formula-based ARP ESSER LEA allocations based on Title I. ~~to support their implementation of accelerated learning strategies.~~ Additionally, the Board / SEA will use a portion of the Emergency Needs funds to provide funding

to the Idaho Bureau of Educational Services for the Deaf and the Blind, as they have not qualified for allocations, but have students in need of services.

The Idaho Bureau of Education Services for the Deaf and the Blind and LEAs with no or low ARP ESSER LEA allocations will receive funds through a state established formula. The Idaho Bureau of Education Services for the Deaf and the Blind and LEAs with no or low LEA ARP ESSER allocations will be required to create and submit Use of Funds Plans, as outlined in Section E, to indicate how they will use their funds, including how they will address the academic, social emotional, and mental health needs of students, with an emphasis on students disproportionately impacted by the pandemic, including the student groups listed in A.3.i.-viii and those who missed the most in-person instruction during the 2019-2020 or 2020-2021 school years. The Board / SEA will allow the Idaho Bureau of Education Services for the Deaf and the Blind and LEAs with no or low ARP ESSER LEA allocations to use the funds provided to them to address the impact of lost instructional time, and to implement evidence-based summer learning and enrichment programs, and/or comprehensive afterschool programs, based on the identified needs of their student populations.

E. Supporting LEAs in Planning for and Meeting Students' Needs

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students' academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this section, SEAs will describe how they will support their LEAs in developing high-quality plans for LEAs' use of ARP ESSER funds to achieve these objectives.

1. LEA Plans for the Use of ARP ESSER Funds: Describe what the SEA will require its LEAs to include in LEA plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds, how the SEA will require such plans to be made available to the public, and the deadline by which the LEA must submit its ARP ESSER plan (which must be a reasonable timeline and should be within no later than 90 days after receiving its ARP ESSER allocation). The LEA plans must include, at a minimum:
 - i. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning;
 - ii. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;
 - iii. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and
 - iv. How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address

the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

Response: Ensuring LEAs develop high-quality thoughtful plans identifying how they will use their ARP ESSER funds is critical in addressing the significant impact of COVID-19, including keeping schools open for in-person instruction, lost instructional time, and the social and emotional health of both students and staff. The Department has an important role in supporting LEAs in meeting the Federal Register requirements for the ARP ESSER Plan. An LEA ARP ESSER Use of Funds template was developed and will be distributed to LEAs to complete. The Board / SEA expects each LEA's local board of trustees to guide collaborative community efforts to develop their Use of Funds Plans, and is requiring the LEA Plans to be signed by the LEA's superintendent or charter administrator and the president of the LEA's local board of trustees prior to submitting the plan to the Department. See Appendix H for the LEA ARP ESSER Use of Funds template. This template requires LEAs to address the impact of lost instruction time on academics, social, emotional, and mental health needs of all students with a targeted focus on the students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory children. Additionally, Idaho requires LEAs to address interventions to support Native American students and Hispanic students experiencing gaps. These underserved population groups are included in the LEA plan template.

Technical assistance and support in developing the plan will be provided to LEAs until all plans are submitted to the state. State support includes an upcoming webinar in June on the four tiers of evidence-based interventions. The Comprehensive Center 17 organized an Idaho team that is currently participating in the Summer Learning and Enrichment Collaborative. This professional learning community supports organizations that are partnering to provide summer programs that engage students academically, socially and emotionally, particularly those students hardest hit by the pandemic. Information is posted on the ARP ESSER webpage at <https://www.sde.idaho.gov/federal-programs/american-rescue-plan/index.html>, and LEAs are invited to visit the Collaborative website and engage in the series of virtual learning offerings. ESEA Federal Programs coordinators are planning a mini-webinar series later this summer to share specific ideas on how ESSER funds can be used to support the at-risk subgroup populations. This includes students identified as homeless, children and youth in foster care, migratory students, and students in correctional facilities.

LEAs who want to move to a community school model are encouraged. Community schools are an evidence-based framework for coordinating recovery efforts and actively engaging families and partner organizations. The Federal Programs' FACE coordinator is actively involved in supporting LEAs to become community schools. On June 10, 2021, a virtual learning presentation will provide LEAs information on how ESSER funds can

support the practical implementation of the community school strategy, ongoing professional development and implementation support. An additional presentation is planned to provide LEAs information on the importance of stakeholder involvement in developing and revising their Back-to-School plans and the LEA ARP ESSER Use of Funds plan.

2. LEA Consultation: Describe how the SEA will, in planning for the use of ARP ESSER funds, ensure that, consistent with the ARP ESSER requirements], its LEAs engage in meaningful consultation with stakeholders, including, but not limited to:

- i. students;
- ii. families;
- iii. school and district administrators (including special education administrators); and
- iv. teachers, principals, school leaders, other educators, school staff, and their unions.

The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:

- i. Tribes;
- ii. civil rights organizations (including disability rights organizations); and
- iii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must also include how the SEA will ensure that LEAs provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account.

Response: As part of the LEA ARP ESSER Plan – Use of Funds, LEAs must identify the stakeholder roles providing input, describe the process, including timeline, for involving stakeholders, and describe how the public was given an opportunity to provide input in the development of the plan. Involving stakeholders includes meaningful participation in conversations, discussions, and meetings where plan components are addressed. Examples of obtaining public input could include conducting a public hearing, posting the plan on the LEA's website and soliciting comment, and conducting a survey on sections of the plan. The Department will ensure LEAs are aware of resources available to develop their plan and ensure stakeholder input is included. Staff are currently scheduling a mini-webinar series that includes stakeholder involvement in ESSER use of funds planning and program use of funds for the underserved populations.

3. Describe how the SEA will support and monitor its LEAs in using ARP ESSER funds. The description must include:

- i. How the SEA will support and monitor its LEAs' implementation of evidence-based interventions that respond to students' academic, social, emotional, and mental health needs, such as through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs – including the extent to which the SEA will collect evidence of the effectiveness of interventions employed;

Response: The LEA ARP ESSER Plan template requires the LEA to describe how it will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being. The Department will review LEA plans for inclusiveness and will provide direct support for LEAs with gaps in their plans. Information from LEA plans will be used to devise ongoing specific support plans and deliver through existing state support mechanisms.

The Department will collaborate with federal technical assistance providers (e.g., Region 17 Comprehensive Center), to provide professional development and resource support to LEA staff on topics to be determined through analysis of developed LEA plans. It is anticipated, but not limited to, the following topics:

- Acceleration Academies
- Devising and best utilizing additional instructional time
 - Before or After School
 - Additional School Days
 - Summer School
- Common formative assessments
- Early learning (K-4 literacy)
- Extended day partnerships (CBOs)
- Extracurricular Activities
- High-quality tutoring
- Mastery learning/Project-based learning
- Multi-tiered system of supports
- Narrowing standards
- SEL and mental health supports
- Strategic staffing (teacher advocates, advisory, looping)
- Student voice and perception
- Transition supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)
- Four tiers of evidence-based interventions

- ii. How the SEA will support and monitor its LEAs in specifically addressing the disproportionate impact of the COVID-19 pandemic on certain groups of students, including each of the student groups listed in question A.3.i.-viii; and

Response: The Accountability Oversight Committee (AOC) is an ad-hoc committee of the Board / SEA that provides the Board with recommendations related to assessment

and accountability. The AOC's annual report is focused on analyzing data and providing recommendations regarding policy and implementation strategies the state can put in place to improve student achievement. For its fiscal year 2022 report, the AOC will be including a special focus analyzing the effects of the COVID 19 pandemic on student achievement, including a review of data to determine if disparate impacts exist between subgroups of students. The Department will compile the data into the 2020-2021 Student Achievement Report, and the AOC will analyze the data and make recommendations to the Board / SEA regarding its use. The data will be distributed to LEAs to improve their understanding of any disparate impacts on student subgroups. Professional development will be provided to LEAs on conducting analysis of local data to identify disproportionately impacted students within their LEA and to support development of appropriate intervention strategies.

- iii. How the SEA will support and monitor its LEAs in using ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:
 - 1. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;
 - 2. Students who did not consistently participate in remote instruction when offered during school building closures; and
 - 3. Students most at-risk of dropping out of school.

Response: The LEA ARP ESSER Use of Funds template includes a section on identifying, re-engaging, and supporting students who have experienced the impact of unfinished learning. These data will be collected from the LEA plan templates and analyzed at the state level to identify the largest gaps. The state will share the information with LEAs, and these data will identify the areas of greatest need which will inform technical assistance and professional development to support LEAs.

- 4. Describe the extent to which the SEA will support its LEAs in implementing additional strategies for taking educational equity into account in expending ARP ESSER funds, including but not limited to:
 - i. Allocating funding both to schools and for districtwide activities based on student need, and
 - ii. Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.

Response: In the LEA ARP ESSER Use of Funds template, LEAs must describe how remaining funds will be allocated to schools and for districtwide activities based on student need to support student success both equitably and inclusively. These data will provide a state-level view of where professional development and support is needed. Additionally, the Board / SEA has approved the use of SEA set-aside/reserve fund for LEAs that do not receive a Title I-A allocation and, therefore, do not receive an ESSER

formula allocation in recognition of their COVID pandemic needs that require funding to address. As a result, with the ESSER I round of funding, LEAs that did not receive a Title -A allocation received “equitable like” funding from one of the Governor’s COVID relief funding sources. With CRRSA Act ESSER II and ARP ESSER, the Board / LEA approved funding these same LEAs using monies from the State Set-Aside Reserve.

In an effort to provide financial transparency, the Every Student Succeeds Act (ESSA) requires public schools to report per-pupil federal and non-federal costs, and for states to collect and publish this information. Idaho reports this information on its report card website at <https://idahoschools.org/> under the Non-Academics section of each LEA’s page. The new maintenance of equity requirement under the American Rescue Plan (ARP) will further protect funding levels for those high poverty LEAs and schools.

F. Supporting the Educator Workforce

The Department recognizes the toll that the COVID-19 pandemic has taken on the Nation’s educators as well as students. In this section, SEAs will describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions that will support students’ academic, social, emotional, and mental health needs.

1. Supporting and Stabilizing the Educator Workforce:

- i. Describe the extent to which the State is facing shortages of educators, education administration personnel, and other school personnel involved in safely reopening schools, and the extent to which they vary by region/type of school district and/or groups of educators (e.g., special educators and related services personnel and paraprofessionals; bilingual or English as a second language educators; science, technology, engineering, and math (“STEM”) educators; career and technical education (“CTE”) educators; early childhood educators). Cite specific data on shortages and needs where available.

Complete the table below, changing or adding additional rows as needed, or provide a narrative description.

Table F1.

Area	2018-2019 Idaho State Student to Area Ratio*	2019-2020 Idaho State Student to Area Ratio*	2020-2021 Idaho State Student to Area Ratio*
Special educators	24 special education students per special educator	23 special education students per special educator	21 special education students per special educator
Paraprofessionals – special education	11 special education students per special education paraprofessional	10 special education students per special education paraprofessional	11 special education students per special education paraprofessional

Area	2018-2019 Idaho State Student to Area Ratio*	2019-2020 Idaho State Student to Area Ratio*	2020-2021 Idaho State Student to Area Ratio*
English as a second language educators	180 English language students per English as a second language educator	145 English language students per English as a second language educator	129 English language students per English as a second language educator
Paraprofessionals – English as a second language	103 English language students per English as a second language paraprofessional	113 English language students per English as a second language paraprofessional	104 English language students per English as a second language paraprofessional
School counselors	421 students per school counselor 31 out of 176 LEAs had no school counselors	413 students per school counselor 31 out of 180 LEAs had no school counselors	403 students per school counselor 39 out of 185 LEAs had no school counselors
Social workers	5796 students per school social worker 144 out of 176 LEAs had no school social workers	5673 students per school social worker 149 out of 180 LEAs had no school social workers	5822 students per school social worker 152 out of 185 LEAs had no school social workers
Nurses	1969 students per school nurse 130 out of 176 LEAs had no school nurses	1902 students per school nurse 131 out of 180 LEAs had no school nurses	1825 students per school nurse 135 out of 185 LEAs had no school nurses
School psychologists	1755 students per school psychologist 107 out of 176 LEAs had no school psychologists	1686 students per school psychologist 109 out of 180 LEAs had no school psychologists	1704 students per school psychologist 117 out of 185 LEAs had no school psychologists

*The number for each area is determined by an individual serving in at least one (1) applicable assignment and counts that person as one individual (full or part time), and does not include those who were contracted by outside vendors.

- ii. Describe how the SEA will assist its LEAs in identifying the most urgent areas of shortages or potential shortages, with particular plans for individual LEAs facing the most significant needs (e.g., by avoiding layoffs, providing high-quality professional learning opportunities, and addressing the impact of stress or trauma on educators). Include a description of how other Federal COVID-19 funding (e.g., ESSER and GEER funds under the CARES Act and CRRSA Act) have already been used to avoid layoffs during the COVID-19 pandemic.

Response: To recruit and retain certificated individuals in the identified shortage areas, the Department will provide the following professional development opportunities which is in alignment with the second recommendation of the Educator Pipeline Subcommittee of the Our Kids, Idaho's Future – Final Report to continue to grow statewide professional development efforts for educators:

- The Department partnered with NNU to develop behavioral health and wellness professional development specific to grade level. For a list of opportunities click [here](#).
- Free Youth Mental Health First Aid twice a month
- Free Suicide Prevention Gatekeeper training, both online and community trainings
- Various workshops on behavioral health and wellness at the annual Prevention and Support Conference
- Various workshops on mental health at Idaho School Mental Health conference, in collaboration with the Idaho School Counselors Association, the Idaho School Psychologist Association, and the Association of Idaho School Social Workers.
- Implementation and technical support for student wellness programs in Idaho elementary, middle, and high schools via Idaho Lives Project and Sources of Strength.
- Management and oversight of the Garrett Lee Smith Grant and the ID-AWARE (Addressing Wellness and Resilience in Education) Grant.
- SEA provides PD for educators with a special education focus throughout the year through the SEA and SESTA. For a list of trainings please see the ITC link at <https://idahotc.com/>

Idaho LEAs have had access to CARES Act ESSER funds since June 24, 2020. Approximately, half of CARES Act funds have been expended and drawn down from LEAs as of May 3, 2021. For CARES Act ESSER, 25% of these expended funds have been used for salaries and benefits to avoid, in part, layoffs during the COVID-19 pandemic.

The Idaho legislature has been given spending authority for CRRSA Act funds, and these budget appropriations were signed into law by the Governor the week of May 10, 2021. These funds are being made available to LEAs in the Grant Reimbursement Application (GRA) program, for which LEAs will have access the week of May 17, 2021.

- iii. Describe the actions the SEA will take to fill anticipated gaps in certified teachers for the start of the 2021-2022 school year and to what extent the SEA will further support its LEAs in expanding the educator pipeline and educator diversity while addressing the immediate needs of students disproportionately impacted by the pandemic (e.g., recruiting teaching candidates to provide high-dosage tutoring or implementing residencies for teacher candidates).

Response: The following are options provided by the Board / SEA to fill areas of need in certified educators for the 2021-2022 school year.

- Three alternative authorization options to allow educators to serve as a teacher of record, school counselor of record, and social worker of record while they are completing a program that leads to certification.

- Four non-traditional routes to teacher certification that allows teachers to serve as the teacher of record while they are finishing the requirements for certification.
- Emergency provisional certification for areas a school district or charter school identify as a declared emergency hire.

The Department has a *Be an Educator* webpage for the recruitment of certified educators. The Department will continue to update the website to include options and routes for certification.

The Department will provide Career Fairs through already established funding to assist LEAs in recruitment of certified educators. The Career Fair will include information for LEAs on how they can use different types of funding to cover costs for the preparation of their staff that are working toward certification as well as the professional development opportunities provided by the Department.

2. Staffing to Support Student Needs: Describe the extent to which the SEA has developed or will develop strategies and will support its LEAs in increasing student access to key support staff within school buildings, including school counselors, special education personnel, nurses, social workers, and psychologists (e.g. hiring additional personnel or freeing up these staff to focus on providing services to students).

Response: The Department has a *Be an Educator* webpage for the recruitment of certified educators. The Department will continue to update the website to include options and routes for certification.

The Board / SEA and Department of Education will collaborate with Department of Labor and PERSI on ideas for recruiting individuals for employment opportunities.

The Department will provide Career Fairs through already established funding to assist LEAs in recruitment of certified educators. The Career Fair will include information on how LEAs can use different types of funding to cover costs for the preparation of their staff that are working toward certification. In addition, information will be provided on opportunities for preparation of paraeducators to increase the number of qualified paraeducators available to LEAs.

The Department will provide resources of ideas on options for classified staff/paraprofessionals to free up teachers, school counselors, school social workers, school nurses, and school psychologists to focus on providing services to students.

The Department to create a website with resources available for behavioral health and wellness.

G. Monitoring and Measuring Progress

The Department recognizes that transparency on how ARP ESSER funds are used and their impact on the Nation's education system is a fundamental responsibility of Federal, State, and

local government. In this section, SEAs will describe how they are building capacity at the SEA and LEA levels to ensure high-quality data collection and reporting and to safeguard funds for their intended purposes.

1. Capacity for Data Collection and Reporting: It is important for an SEA to continuously monitor progress and make adjustments to its strategies, as well as to support its LEAs in making adjustments to LEA strategies, based on impact. Describe how the SEA will ensure its capacity and the capacity of its LEAs to collect data on reporting requirements, including but not limited to the examples of reporting requirements described in the SEA's Grant Award Notification (listed in Appendix B). Describe the SEA's capacity and strategy to collect data from its LEAs (disaggregated by student group, where applicable), to the greatest extent practicable, including any steps the SEA will take to build its capacity in the future (which may include the use of ARP ESSER and other Federal COVID-19 pandemic funds at the SEA and LEA levels), on issues that may include the following:
 - i. Student learning, including the academic impact of lost instructional time during the COVID-19 pandemic;
 - ii. Opportunity to learn measures (e.g., chronic absenteeism; student engagement; use of exclusionary discipline; access to and participation in advanced coursework; access to technology, including educator access to professional development on the effective use of technology; access to high-quality educators; access to school counselors, social workers, nurses, and school psychologists; and results from student, parent, and/or educator surveys);
 - iii. Fiscal data that is comparable across the State (e.g., per-pupil expenditures at the LEA and school levels);
 - iv. Jobs created and retained (by position type);
 - v. Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs); and
 - vi. Other reporting requirements reasonably required by the Secretary (please refer to Appendix B of this template; final requirements will be issued separately).

Response: The Board / SEA will ensure LEAs have the capacity to collect and report data for all identified metrics by maintaining existing systems and using SEA set-aside ARP ESSER funds to expand the state's statewide longitudinal data system and support data management, research, and analysis. The Board / SEA and Department have been thoughtful in prioritizing use of existing data for analysis and only adding requirements for new data submission when necessary. Additionally, the Board / SEA may use SEA funds to address capacity issues at the LEA level, if needed. The existing data management and reporting system for the Idaho Standards Achievement Test in English Language Arts/Literacy, Mathematics, and Science includes the results of interim assessments that LEAs may administer to students throughout the year to identify learning needs relative to the state content standards. LEAs who use these optional assessments can view their results in this system and the state can access this information as well. The state's early literacy assessment also incorporates a monthly

progress monitoring system that LEAs can use to support younger students and that the state can access as needed.

Data on coursework, chronic absenteeism, exclusionary discipline, and school personnel characteristics will continue to be available in the state's longitudinal data system, via which LEAs submit information several times throughout the year.

Idaho LEAs will also continue to administer student, parent, and staff engagement surveys in the 2021-2022 school year. Fiscal data, including per-pupil expenditures by LEA and school, are also available through the existing data infrastructure and will continue to be included on the state and local report cards, (available at IdahoSchools.org).

To assist LEAs in reporting these data, the Department will also generate consistent, streamlined templates with associated guidance. This approach will mirror the process the Department already uses for state intervention and remediation funds, where LEAs report the specific amount allocated towards personnel, technology, curriculum, professional development, or other resources.

Consistent with Appendix B, the state will also produce more general guidance to assist LEAs in creating appropriate policies that allow them to safely maintain in-person learning in the summer and during school year 2021-2022. This guidance will build on the state's Back to School Framework.

2. Monitoring and Internal Controls: Describe how the SEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the SEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools). In this response, please describe the SEA's current capacity to monitor ARP ESSER; steps, if needed, to increase capacity; and any foreseeable gaps in capacity, including how the SEA will provide its LEAs with technical assistance in the anticipated areas of greatest need.

Response: As ARP ESSER funds are released, Idaho will provide regular trainings to LEAs about the rules for using these funds and effective strategies for identifying local high priority needs. The state will base these strategies on the analysis components outlined in Section A. These steps will assist LEAs in setting up appropriate and effective use of these funds at the start of the process. For reporting, Idaho currently maintains a Grant Reimbursement Application (GRA) that educational entities use to provide documentation about the use of funds for federal flow through grants. However, this application does not include all of the reporting information associated with the use of ARP ESSER funds, such as the amount of funds spent on unfinished learning and on social/emotional needs. Consequently, to support appropriate monitoring of these funds, the state will create a separate ARP ESSER tracking system that includes all of the associated federal reporting requirements. LEAs receiving these funds will be required to report their use of funds on a quarterly basis. Staff members

will review all submissions and follow up with any entities who have not submitted their information or who have submitted information, insufficient data, or a questionable use of funds. Each submission period, staff will randomly select five percent of the LEAs for more detailed auditing.

The state will also regularly track changes in the identified priority metrics over time to help determine whether interventions have been effective or require refinement. Particular attention will be paid to the effectiveness of support for traditionally underserved student groups, such as Native American and Hispanic students. Idaho anticipates it will be able to develop and support this new ARP ESSER monitoring framework with existing staff, who are well practiced in assisting LEAs in appropriately using and reporting on other sources of funds.

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Appendix A: School Operating Status and Instructional Mode Data Template

Indicate the date or time period represented by the following data.

Response: The data below are current as of 5/13/2021. The data in Table 1 are based on the current LEA-level operating status information that Idaho tracks. The possible values are “Online,” “Virtual School,” “Hybrid,” “In Person with Online School Option,” and “In Person.” To align with the categories in Table 1, these values are mapped as follows:

- Online and Virtual School entries = Remote or online only
- Hybrid and In Person with Online School Option = School buildings open with remote/online and in-person instruction (hybrid)
- In Person = School buildings open with full-time in-person instruction

Since Idaho only captures these data at the LEA level, all schools within an LEA are considered to have the same status as the LEA as a whole to generate the counts in Table 1. It is also impossible to fully discern with the existing data whether a particular educational environment is being offered to all students or some students. Consequently, schools are listed as offering the option associated with their operating status to all students. All other schools are listed in the “Not offered” category. Based on these caveats, users should be cautious in interpreting these data.

Table 1

In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the “offered to all students,” “offered to some students,” and “not offered” columns is equal to the number in the “all schools” column.

Add or change rows as needed

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	760	17	-	743
School buildings open with both remote/online and in-person instruction (hybrid)	760	294	-	466
School buildings open with full-time in-person instruction	760	449	-	311

To the extent data are available, please complete the above table for 1) all schools in the State, and 2) separately for each instructional level (e.g., pre-kindergarten/elementary schools, middle schools, high schools).

Response: Due to these underlying data limitations discussed above, the state is not able to confidently disaggregate the figures by instructional level.

Table 2

In the most recent time period available, what was the enrollment and mode of instruction for the schools in your State?

Add or change rows as needed

Response: The data in Table 2 are based on enrollment data as of 5/13/2021. Students who are enrolled in more than one entity are counted in each location. Student enrollment data are merged with the operational status information summarized above Table 1.

Table 2. Enrollment and mode of instruction

Number of students	Total enrollment	Remote or online only	Both remote/online and in-person instruction (hybrid)	Full-time in-person instruction
Students from low-income families	98,070	4,160	38,159	55,751
White, not Hispanic	229,134	7,538	91,784	129,812
Black or African American, not Hispanic	3,335	64	1,297	1,974
Hispanic, of any race	57,759	1,418	27,674	28,667
Asian, not Hispanic	3,460	65	1,436	1,959
American Indian or Alaskan Native, not Hispanic	3,211	70	1,347	1,794
Native Hawaiian or Pacific Islander, not Hispanic	976	21	429	526
Two or more races, not Hispanic	9,415	443	4,236	4,736
Race/Ethnicity information not available	NA	NA	NA	NA
English learners	18,601	126	8,725	9,750
Children with disabilities	33,918	1,040	14,691	18,187
Students experiencing homelessness	5,521	149	2,132	3,240
Children and youth in foster care	1,105	40	433	632
Migratory students	3,758	0	2,236	1,522

Appendix B: Reporting Language Included in the Grant Award Notification (“GAN”)

As described in the Grant Award Notification (“GAN”), the SEA will comply with, and ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- How the State is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school’s mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- SEA and LEA uses of funds to meet students’ social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- SEA and LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act (“FFATA”); and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

Appendix C: Assurances

By signing this document, the SEA assures all of the following:

- The SEA will conduct all its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race, color, national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the SEA must comply with all regulations, guidelines, and standards issued by the Department under any of these statutes;
- The SEA will comply with all ARP Act and other ARP ESSER requirements and all requirements of its Grant Award Notification, including but not limited to:
 - Complying with the maintenance of effort provision in section 2004(a)(1) of the ARP Act, absent a waiver by the Secretary pursuant to section 2004(a)(2) of the ARP Act; and
 - Complying with the maintenance of equity provisions in section 2004(b) of the ARP Act, and ensuring its LEAs comply with the maintenance of equity provision in section 2004(c) of the ARP Act (please note that the Department will provide additional guidance on maintenance of equity shortly);
- The SEA will allocate ARP ESSER funds to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives ARP ESSER funds (i.e., 60 days from the date the SEA receives each portion of its ARP ESSER funds). An SEA that is not able to allocate such funds within 60 days because it is not practicable (e.g., because of pre-existing State board approval requirements) will provide an explanation to the Department within 30 days of receiving each portion of its ARP ESSER funds (submitted via email to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov)), including a description of specific actions the SEA is taking to provide ARP ESSER funds to LEAs in an expedited and timely manner and the SEA's expected timeline for doing so;
- The SEA will implement evidence-based interventions as required under section 2001(f) of the ARP Act and ensure its LEAs implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act;
- The SEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity), gender (e.g., identifying disparities and focusing on underserved student groups by gender), English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required under section 2001(f) of the ARP Act, and ensure its LEAs address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act; and

- The SEA will provide to the Department: (1) the URL(s) where the public can readily find data on school operating status and (2) the URL(s) for the SEA and/or LEA websites where the public can find the LEA plans for a) the safe return to in-person instruction and continuity of services required under section 2001(i) of the ARP Act, and b) use of ARP ESSER funds. SEAs should consider ensuring a standardized URL format in all cases (e.g., xxx.gov/COVIDplan).

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Appendix D

OMB Control No. 1894-0005 (Exp. 06/30/2023)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Educations General Education Provisions Act ("GEPA") that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special

needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving,

among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it

intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Idaho's GEPA Statement:

Idaho adheres to Section 427 of the General Education Provisions Act (GEPA) through its policies and practices for barrier-free programs. In carrying out its educational mission, the Board / SEA and Department ensures to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for all individuals served. Board / SEA and Department is committed to ensuring that Federally funded activities, programs, and services are accessible to all teachers, students, program beneficiaries, contractors, and the public. The Board / SEA and Department ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, age, citizenship status, disability, gender or sexual orientation in its education programs, services, and/or activities. For state-level activities as well as all other activities supported by federal assistance through our electronic grant application, Idaho enforces all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation. The Board / SEA and Department holds LEAs accountable for ensuring equal access and providing reasonable and appropriate accommodations to meet the needs of a diverse group of students, staff, community members and other participants. LEAs are provided training on Section 427 GEPA and are required to annually upload their GEPA statement in the Consolidated Federal and State Grant Application (CFSGA). Specifically, all State Department of Education public facing documents are made accessible and we continue to make information on Idaho programs available in Spanish and other languages as needed. The State Department of Education works with LEAs to make information on its programs available to Special Education teachers and administrators. The State Department of Education continues to work with LEAs to make data available on its programs to the districts, schools, and the public to ensure equitable access and participation.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Appendix E: Safe Return to In-Person Instruction and Continuity of Services Plan Checklist

Instructions: All Idaho LEAs must complete this Safe Return to In-Person Instruction Checklist and post it on their website with their Back-to-School Plan by August 1, 2021.

LEA # and Name:
DATE LEA's 2020-2021 Back-to-School Plan was approved by the local school board:
Website link to the LEA's current Back-to-School Plan:

Mitigation Strategies Information Required to be Included in LEA's Plan		
CDC Recommended Prevention/Mitigation strategies required to be addressed in the LEA plan by the U.S. Department of Education (Federal Register/Vol. 86, No. 76/Thursday, April 22, 2021/Rules and Regulations)	Does the LEA's <u>current</u> Back to School Plan include information regarding policies applicable to the mitigation strategy? (Note: the LEA is not required to implement all strategies, but the LEA's plan must include information about the LEA's policy about each mitigation strategy)	
Universal and correct wearing of masks	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Modifying facilities to allow for physical distancing (e.g., including use of cohorts/podding)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Handwashing and respiratory etiquette	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Cleaning and maintaining healthy facilities, including improving ventilation	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Diagnostic and screening testing	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Efforts to provide vaccinations to school communities	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Appropriate accommodations for children with disabilities with respect to the health and safety policies	Yes <input type="checkbox"/>	No <input type="checkbox"/>

NARRATIVE Information Required to be Included in LEA's Plan		
Required Information	Does the LEA's <u>current</u> Back to School Plan include this NARRATIVE information?	
How the LEA is addressing and plans to address students' academic needs	Yes <input type="checkbox"/>	No <input type="checkbox"/>
How the LEA is addressing and plans to address students' social, emotional, mental health, and other needs (which may include student health and food services)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
How the LEA is addressing and plans to address their staff's social, emotional, mental health, and other needs	Yes <input type="checkbox"/>	No <input type="checkbox"/>
The process for review and revision of the plan (including gathering community / stakeholder input) no less frequently than every six months through September 30, 2023.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
The LEA's need for support and/or technical assistance related to implementing the strategies identified in Table 1 or Table 2, if applicable.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Assurances	LEA Response	
1. The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2. The LEA engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of this plan. Specifically, the LEA engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3. The LEA engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
4. The plan is in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, will be provided in an alternative format accessible to that parent.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
5. The plan is publicly available on the LEA website.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

NOTES:

- If the LEA developed a Back-to-School plan before ARP ESSER was enacted (March 11, 2021) and that plan was developed with public input, but the plan does not include *all* of the required information, as outlined in Table 1 and Table 2 above, the LEA must revise its plan to include all required elements..
- LEAs are required to review and revise their Back-to-School / Safe Return to In-Person Instruction Plan no less frequently than every 6 months.

Date of most recent review of the LEA's current Back-to-School Plan:

If the LEA answered "No" to any elements in Table 1 or Table 2,
LEA Plan Modification Deadline): November 24, 2021 (6 months after May 24, 2021).

If the LEA answered "Yes" to all elements in Table 1 and Table 2, next planned LEA Plan Review Date (no more than 6 months from the last plan review date):

Appendix F: CARES Act FY20 & FY 21 Reimbursements by Category as of June 1, 2021

CARES ACT GRANTS	Salaries and Benefits	Purchased Services	Professional Development	Supplies Materials	Capital Objects	Transportation	Other	Travel	Indirect Cost Collection	Meals	Total
CARES Coronavirus Relief - CFAC											
CARES Coronavirus Relief - CFAC - Special Distribution	\$ 67,598,460.25	\$ 4,971,951.73	\$ 17,739,312.51	\$ 248,936.92	\$ 6,970,319.55	\$ -	\$ 63,565.69	\$ 31,405.90	\$ 1,710.32		\$ 97,625,662.87
CARES Coronavirus Relief - CFAC - Technology	\$ 2,500.00	\$ 88,903.89	\$ 638,356.90	\$ -	\$ 253,358.62	\$ -	\$ -	\$ -	\$ -		\$ 981,424.41
CARES Coronavirus Relief - CFAC - Blended Learning	\$ 1,410,550.41	\$ 1,731,722.85	\$ 14,242,142.00	\$ 417,246.21	\$ 6,090,141.85	\$ -	\$ -	\$ 134,992.08	\$ -		\$ 24,026,795.40
CARES Coronavirus Relief - CFAC - Non ESSER I	\$ 202,472.69	\$ 118,411.88	\$ 400,386.31	\$ 21,400.46	\$ 109,794.07	\$ -	\$ -	\$ -	\$ 1,483.06		\$ 853,948.47
CARES Coronavirus Relief - CFAC - Child Nutrition	\$ 168,136.42	\$ 1,785.15	\$ -	\$ 1,463,231.90	\$ 3,431.91	\$ 27,261.51	\$ -	\$ 3,542.34	\$ -	\$ -	\$ 1,667,389.23
CARES ESSER I											
CARES ESSER I - Flow Through	\$ 12,645,627.61	\$ 1,633,691.44	\$ 5,612,236.83	\$ 32,593.62	\$ 1,986,821.92	\$ 159,820.48	\$ 33,203.34	\$ 455,922.66	\$ 1,743.04		\$ 22,561,660.94
CARES ESSER I - State Set-Aside LMS	\$ 41,675.71	\$ 1,017,667.91	\$ 888,878.30	\$ 42,558.42	\$ 116,898.48	\$ 33,451.36	\$ -	\$ 40,868.84	\$ -		\$ 2,181,999.02
CARES ESSER I - State Set-Aside SEL	\$ 110,121.47	\$ 64,859.63	\$ 123,272.44	\$ 25,754.67	\$ 8,000.00	\$ 1,211.96	\$ -	\$ 4,316.90	\$ 3,315.64		\$ 340,852.71
CARES Child Nutrition State Grant											
CARES Child Nutrition State Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 45,481,967.00	\$ 45,481,967.00
Grand Total	\$ 82,179,544.56	\$ 9,628,994.48	\$ 39,644,585.29	\$ 2,251,722.20	\$ 15,538,766.40	\$ 221,745.31	\$ 96,769.03	\$ 671,048.72	\$ 8,252.06	\$ 45,481,967.00	\$ 195,721,700.05
Percentage	41.9880%	4.9197%	20.2556%	1.1505%	7.9392%	0.1133%	0.0494%	0.3429%	0.0042%	23.2381%	100.0000%
CRRSA ACT GRANTS											
CRRSA Act - ESSER II F/T	\$ 2,991,249.59	\$ 1,588,239.27	\$ 265,666.63	\$ -	\$ 94,748.60	\$ -	\$ 1,727.49	\$ 309,295.00	\$ -		\$ 5,250,926.58
CRRSA Act - ESSER II Set Aside	\$ 145,466.00	\$ 15,587.96	\$ 37,750.84	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 198,804.80
Grand Total	\$3,136,716	\$1,603,827	\$303,417	\$0	\$94,749	\$0	\$1,727	\$309,295	\$0	\$0	\$5,449,731
Percentage	57.5573%	29.4295%	5.5678%	0.0000%	1.7386%	0.0000%	0.0317%	5.6754%	0.0000%	0.0000%	100.0000%

Appendix G: ARP Section 2001(e)(1-2): Use of LEA Funds

2001(e)(1)

(e) USES OF FUNDS.—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care.

2001(e)(2)

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education

Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Appendix H: LEA ARP ESSER Use of Funds Template

Instructions: Complete this plan template by engaging meaningful consultation with stakeholders, as identified in the assurances below, and by giving the public an opportunity to provide input in the development of this plan. Submit this plan, or a Plan developed by the LEA that includes all requirements, to Lisa at lenglish@sde.idaho.gov by October 1, 2021.

LEA # and Name:
Website link to the LEA's ARP ESSER Plan – Use of Funds

Section 1: Using ARP ESSER funds for the continuous and safe operation of in-person learning

1. *Describe the LEA's process, including timeline, for engaging meaningful consultation with stakeholders. Identify the stakeholder groups involved. Describe how the public was given an opportunity to provide input in the development of this plan.*

[Open-ended response]

2. *Describe how funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Centers for Disease Control and Prevention (CDC) guidelines⁴ for reopening and operating schools for in-person learning.*

[Open-ended response]

3. *Describe how the LEA will use no less than, 20% of allotted ARP funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Specifically, address how the LEA will utilize funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:*

- a. *Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;*
- b. *Students who did not consistently participate in remote instruction when offered during school building closures; and*
- c. *Students most at-risk of dropping out of school.*
- d. *Subgroups of students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.*

[Open-ended response]

4. *Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix G) . In your description, please identify how funds will be allocated to schools and for districtwide activities based on student need to equitably and inclusively support student success.*

[Open-ended response]

⁴ The most recent guidelines can be found here: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

5. *Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.*

[Open-ended response]

6. *Describe how the LEA will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.*

[Open-ended response]

Section 2: Assurances

Assurance	LEA Response	
1. The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2. The LEA engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of this plan. Specifically, the LEA engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Keep documentation of stakeholder communications and meetings on file at the LEA.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3. The LEA engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Keep documentation of stakeholder communications and meetings on file at the LEA.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
4. The plan is in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, will be provided in an alternative format accessible to that parent.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
5. The plan is publicly available on the LEA website.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
[5a] If the LEA response with 'yes', this is an open-ended item for the URL Please provide the URL:		

Superintendent's Printed Name: _____

Superintendent's Signature: _____

Date: _____

School Board President's Printed Name: _____

School Board President's Signature: _____

Date: _____

Submit this plan to Lisa at lenglish@sde.idaho.gov no later than October 1, 2021.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 2

US DEPARTMENT OF EDUCATION

Request for Additional Information (Received July 13, 2021)

Requirement	Feedback for State
B1i. Support for LEAs – COVID-19 Prevention Strategies	Section B.1.i. of the ARP ESSER State plan template requires the SEA to provide a description of how the SEA will support its LEAs' implementation of prevention and mitigation practices in line, to the extent practicable, with the most up-to-date guidance from the CDC. The Idaho State Department of Education (IDSE) provided a response to each row in the Table B1 with the associated page numbers from its "Back to School Framework" guidance that aligns with the CDC's prevention and mitigation elements. Please attach a copy of the "Back to School Framework" guidance document as an attachment, rather than just the embedded link in the State plan.
C1. Consultation	<p>Section C.1. of the ARP ESSER State plan template requires an SEA to describe how it engaged in meaningful consultation with several stakeholder groups in the development of the SEA's ARP ESSER State plan. In its plan, while ISDE provided information related to its consultation efforts, it did not describe how it engaged in meaningful consultation with the following stakeholders representing the interests of:</p> <ul style="list-style-type: none"> • children and youth in foster care, and • children who are incarcerated. <p>Please describe how ISDE engaged in meaningful consultation with stakeholders representing the interests of these specific groups.</p>
D1i.-ii. Impact of Lost Instructional Time – Evidence-based Interventions and Address Student Groups	<p>Section D.1.i of the ARP ESSER State plan template requires the SEA to describe how it will use the funds it reserves under section 2001(f)(1) of the American Rescue Plan Act of 2021 (ARP) (totaling not less than 5 percent of the State's total ARP ESSER allocation) for activities to address the academic impact of lost instructional time. The SEA must also describe how the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the subgroups listed in section A.3.i.-viii. of the ARP ESSER State plan template.</p> <p>While ISDE describes initial priority areas and possible evidence-based interventions in this section, it is unclear which interventions will be funded under this reservation or, if the funds will be allocated to LEAs, how the State will allocate the funds and ensure that the State-set aside is used only for addressing the impact of lost instructional time. Please describe how ISDE intends to use the ARP ESSER funds it reserves under section 2001(f)(1) of the ARP to address the academic impact of lost instructional time.</p> <p>If the funds will be used at the State-level, please also describe how ISDE will ensure that the selected evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain subgroups of students including each of the student groups listed in question A.3.i.-viii. If the funds will be allocated to LEAs, please describe ISDE's process for allocating funds to ensure that they serve students disproportionately impacted by COVID-19 including each of the student groups listed in question A.3.i.-viii.</p>

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 2

<p>D.2 (i. and ii.) Summer Learning – Evidence-based Interventions</p>	<p>Under section D.2 of the ARP ESSER State plan template, the SEA must describe how it will use the funds it reserves under section 2001(f)(2) of the ARP Act (totaling not less than 1 percent of the State’s total allocation of ARP ESSER funds) for evidence-based summer learning and enrichment programs. The SEA must also describe how the evidence-based summer programs will specifically address the disproportionate impact of COVID-19 on the groups of students listed in section A.3.i.-viii. of the ARP ESSER State plan template. In its response, ISDE explained that it will allocate resources to LEAs that will select evidence-based strategies. However, it is unclear if ISDE intends to allocate the full State set-aside funds directly to LEAs. Please describe how ISDE intends to use the ARP ESSER funds it reserves under section 2001(f)(2) of the ARP for summer learning and enrichment programs.</p> <p>If the funds will be used at the State-level, please also describe how ISDE will ensure that the selected evidence-based summer programs will specifically address the disproportionate impact of COVID-19 on certain subgroups of students including each of the student groups listed in question A.3.i.-viii. If the funds will be allocated to LEAs, please describe ISDE’s process for allocating funds to ensure that they serve students disproportionately impacted by COVID-19 including each of the student groups listed in question A.3.i.-viii.</p>
<p>D.3 (i. and ii.) Afterschool Programs – Evidence-based Interventions</p>	<p>Section D.3 of the ARP ESSER State plan template requires the SEA to describe how the funds it reserves under section 2001(f)(3) of the ARP (totaling not less than 1 percent of the State’s total allocation of ARP ESSER funds) will be used for evidence-based comprehensive afterschool programs to address the academic, social, emotional, and mental health needs of students. In its response, ISDE explained that it will allocate resources to LEAs that will select evidence-based comprehensive afterschool programs. However, it is unclear if ISDE intends to allocate the full State set-aside funds directly to LEAs. Please describe how ISDE intends to use the ARP ESSER funds it reserves under section 2001(f)(3) of the ARP for evidence-based comprehensive afterschool programs.</p> <p>If the funds will be used at the State-level, please also describe how ISDE will ensure that the selected evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain subgroups of students including each of the student groups listed in question A.3.i.-viii. If the funds will be allocated to LEAs, please describe ISDE’s process for allocating funds to ensure that they serve students disproportionately impacted by COVID-19 including each of the student groups listed in question A.3.i.-viii.</p>
<p>Description for Section 427 of GEPA</p>	<p>As described in Appendix D of the ARP ESSER State plan template, section 427 of the General Education Provisions Act (GEPA) requires each applicant for Federal education funds to include in its application a description of the steps it proposes to take to ensure equitable access to, and participation in, its Federally assisted program for students, teachers, and other program beneficiaries with special needs. ISDE does not provide a description of how it is meeting this requirement. Please provide a description to address this requirement.</p>

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 3

US DEPARTMENT OF EDUCATION

Request for Additional Information (Received August 23, 2021)

Requirement	Feedback for State
Section D	<p>In sections D.1, D.2, and D.3 of its ARP ESSER State plan, ISDE indicates it will use funds to support expanding the data systems needed for research regarding the impact of the pandemic and ongoing monitoring of the impact of strategies implemented by the State and LEAs. Please note that each State reservation may only be used for its statutorily allowed purposes and must be tracked separately (i.e., the State reservation in D.1 may only be used for evidence-based interventions that support learning loss, the State reservation in D.2 may only be used for evidenced-based summer learning and enrichment programs, and the State reservation in D.3 may only be used for evidenced-based comprehensive afterschool programs.) Please describe how ISDE will ensure that the funds in each section for this initiative will be tracked separately and only used for its intended purpose.</p>
D1i.-ii. Impact of Lost Instructional Time – Evidence-based Interventions and Address Student Groups	<p>Section D.1.i of the ARP ESSER State plan template requires the SEA to describe how it will use the funds it reserves under section 2001(f)(1) of the American Rescue Plan Act of 2021 (ARP) (totaling not less than 5 percent of the State’s total ARP ESSER allocation) for activities to address the academic impact of lost instructional time. The SEA must also describe how the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the subgroups listed in section A.3.i.-viii. of the ARP ESSER State plan template.</p> <p>In its response, ISDE indicates that its Unfinished Learning Workgroup will identify evidence-based interventions but does not indicate what interventions will be identified or when. While no further information is needed at this time, ISDE will be required to amend its plan to provide information, when it is available, on the evidence-based interventions identified by the Unfinished Learning Workgroup for LEAs to use to address the impact of lost instructional time on student groups listed in A.3i-viii.</p>
D.2 (i. and ii.) Summer Learning – Evidence-based Interventions	<p>Section D.2.i of the ARP ESSER State plan template requires an SEA to describe how it will use the funds it reserves under section 2001(f)(2) of the ARP (totaling not less than 1 percent of the State’s total ARP ESSER allocation) for evidence-based summer programs and enrichment. In its resubmission, ISDE indicates that it will use state reserve funds to purchase evidence-based tools to support accelerated learning that will be made available to all LEAs and may be used by LEAs in summer learning and enrichment programs. Please note that the funds reserved under this section must be used <i>only</i> for evidence-based summer learning and enrichment programs. Please clarify how ISDE will ensure that funds reserved under this section are used only for summer learning and enrichment programs. ISDE will be required to amend its plan to provide information, when it is available, on the evidence-based interventions identified to respond to students’ academic, social, emotional, and mental health needs.</p>

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

ATTACHMENT 3

<p>D.3 (i. and ii.) Afterschool Programs – Evidence-based Interventions</p>	<p>Section D.3.i of the ARP ESSER State plan template requires an SEA to describe how it will use the funds it reserves under section 2001(f)(3) of the ARP (totaling not less than 1 percent of the State’s total ARP ESSER allocation) for evidence-based comprehensive afterschool programs. In its resubmission, ISDE explained that it will purchase statewide tools to support accelerated learning. However, it is not clear that these will be evidence-based interventions only for afterschool programs. Please note that the funds reserved under this section must be used only for afterschool programming. Please clarify how ISDE will ensure that funds reserved under this section are used only for comprehensive afterschool programs.</p> <p>In addition, because ISDE has not selected all of its interventions or tools, ISDE will be required to amend its plan to provide information, when it is available, on the evidence-based interventions that respond to students’ academic, social, emotional, and mental health needs.</p>
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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

SUBJECT

Research Findings – COVID-19 Impact on High School Grades

REFERENCE

June 2021

The Accountability Oversight Committee presented its plans for data analysis to be included in its FY 22 Recommendations Report, including Special Focus Data on the impact of the COVID 19 pandemic. They recommended providing support to the State Department of Education in gathering and confirming accurate data.

BACKGROUND/DISCUSSION

This research provides a first look at the impact of the COVID-19 pandemic on Idaho public school students. It uses preliminary data from the State Department of Education on the instructional delivery models used during the 2020-2021 school year to classify districts according to the model used by the school districts and charter schools (i.e. local education agency or LEA). It then examines whether or not the grade point average (GPA) of 9th graders changed from March 2020 to March 2021. It examines if there are differences in the students' reported GPA by the instructional delivery model used and by student demographic characteristics. It finds that 9th grade GPAs decreased for LEAs that utilized a hybrid delivery model or an online delivery model at any point during the 2020-2021 school year. It also finds that, for some LEAs, the GPAs of Hispanic students decreased more than the GPAs of White students, the GPAs of economically disadvantaged students decreased more than the GPAs of students not economically disadvantaged, the GPAs of English Language Learners decreased more than the GPAs of non-English Language Learners, and the GPAs of Migrant students decreased more than the GPAs of students who are not Migrants.

These differential decreases in GPAs did not necessarily translate into differential decreases in the share of students with GPAs eligible for the Opportunity Scholarship or automatic admissions to the eight public postsecondary institutions in Idaho through the Board's Direct Admissions initiative. Only Migrant students experienced a differential decrease in the share of students eligible for these programs than the comparison group. However, even though students with different demographic characteristics were not differentially affected, the base effect was statistically significant. Unless these 9th grade students increase their GPA, there will be fewer students eligible for these programs.

IMPACT

This agenda item provides the Board with an update on the impact on student outcomes from the COVID-19 pandemic.

ATTACHMENTS

Attachment 1 – COVID-19 Impact Series - Part 1

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2021

Attachment 2 – COVID-19 Impact Series – Part 2

BOARD STAFF COMMENTS AND RECOMMENDATIONS

During the 2020-2021 school year, LEAs were forced to explore various modes of instruction in an effort to keep students safe. These modes of instruction ranged from moving all students to an on-line format, having all students participate in a hybrid model of instruction where students participated part of the week online and part of the week in person, or hybrid models where academically at-risk students participated in-person, while other student participated online. Additionally, some LEAs were able to keep their students in-person for the majority of the school year if not the entire school year. Overlapping these modes of instruction for the majority of the student bodies were LEA policies around quarantining students that were exposed to the virus or tested positive for the virus. Depending on the length of time of the quarantine, these students could have received all on-line instruction during this time period or no instruction during this time period. Similarly, LEAs moved in and out of the various modes of instruction depending on the level of infection within their local communities. Currently, unweighted GPA is reported by LEAs for high school students only. LEAs report course “grades” for all students, however, grading methodologies may vary widely between schools and LEAs. Examples of grading methodologies include pass/fail, mastery of standard (m, m+, m-, etc.), letter grades, and numbering.

The research findings presented here are preliminary and may be updated once the Accountability Oversight Committee and State Department of Education have gathered and analyzed additional data. The Accountability Oversight Committee will be gathering data and providing the Board with analysis of the scope of the unfinished learning students experienced during the pandemic and the progress Idaho makes in accelerating learning for all students over the next few years. These findings track with national studies using other methodologies indicating COVID-19 and changes in the modes of instruction appear to have exacerbated existing achievement gaps.

BOARD ACTION

This item is for informational purposes only.

SPECIAL BOARD REPORT



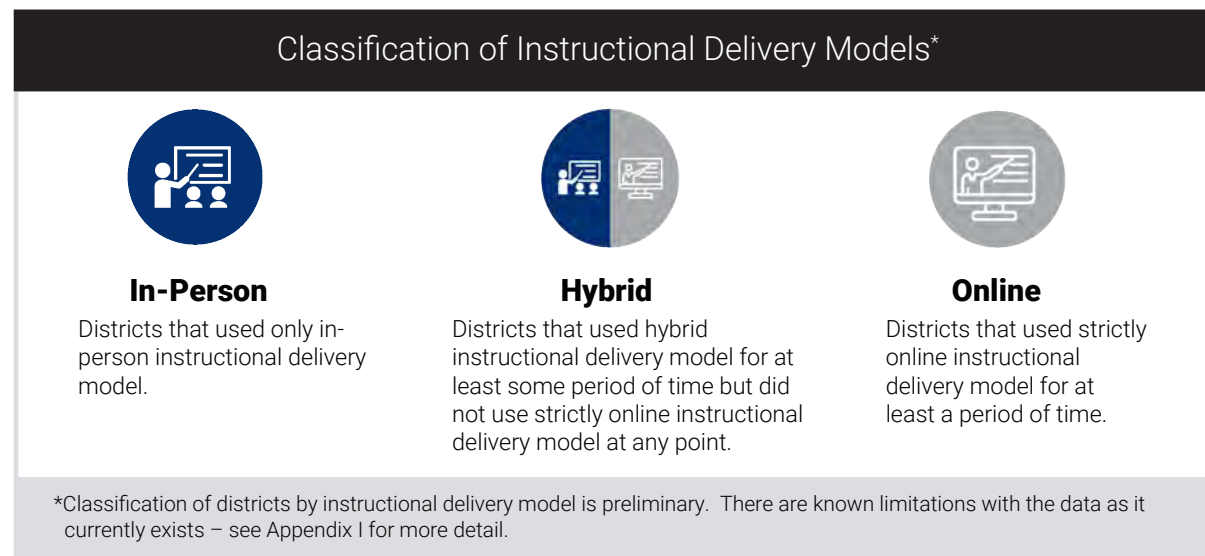
COVID-19 Impact Series

Part 1: 2020-2021 Instructional Environments in Idaho's K-12 Local Education Agencies^{1,2}

OVERVIEW

Some Local Education Agencies Were Disrupted More Than Others

COVID-19 unequally altered the instructional environments of Idaho's K-12 local education agencies (LEAs) in the 2020-2021 school year. For some LEAs, the start of the 2020-2021 school year looked very much like the start of the 2019-2020 school year. These LEAs saw little disruption as they started around the usual date and offered the usual in-person³ instructional delivery model and persisted in that same model. For other LEAs, there was some disruption. They either offered a hybrid instructional delivery model and persisted in that model or offered a mix of both hybrid and in-person instructional delivery models. Still other LEAs had more disruption. These LEAs used an online instructional delivery model exclusively for at least some period of time.



Purpose

This paper characterizes the instructional delivery models (as defined above) offered by Idaho's LEAs in the 2020-2021 school year.⁴ It also examines whether or not different types of students experienced different instructional delivery models.

¹ Author: Dr. Cathleen McHugh, Chief Research Officer, Idaho State Board of Education

² LEAs encompass both local school districts and charter schools.

³ In this paper, "in-person" refers to students in the classroom full-time as opposed to "hybrid" which would refer to a mix of online and in-person instructional delivery models. As of February 15, 2021, only two charter schools that were not previously operating as virtual schools were operating virtually (online). The other charter schools that were operating virtually were charter schools that normally operated virtually. All other districts/charters were operating either in-person or as a hybrid.

⁴ Some LEAs did delay the start of the fall semester. However, even if LEAs started later than they did in 2019-2020, they will still meet the minimum required instructional hours.

RESULTS

Overall Trends for LEAS

The vast majority (82 percent) of LEAs offered either an in-person or a hybrid instructional delivery model.

- » 46 percent of LEAs offered an in-person model.
- » 36 percent of LEAs offered a hybrid model.
- » 13 percent of LEAs offered an online model.
- » 5 percent of LEAs offered an online model but are established virtual charter schools.

Overall Trends for Students

The majority (67 percent) of students attended LEAs that offered in-person or hybrid instructional delivery models. The share of students attending LEAs that offered an online instructional delivery model (29 percent) was higher than the share of LEAs offering this model (13 percent) because the largest LEAs fell into this group.

- » 23 percent of students attended LEAs that offered an in-person model.
- » 44 percent of students attended LEAs that offered a hybrid model.
- » 29 percent of students attended LEAs that offered an online model.
- » 3 percent of students attended established virtual charter schools.

Student Trends by Locale⁵ and Region

Cities and Suburbs

The instructional delivery model experienced by students attending city/suburb LEAs depended on which region the students lived in.

- » Almost all Region 3 students who attended city/suburb LEAs experienced an online instructional delivery model. These students made up the vast majority of all students who experienced that model.
- » In Regions 1, 5, and 6, the majority of city/suburb students attended LEAs that offered a hybrid model.
- » In Region 2, the only city/suburb LEA offered an in-person model.

Fringe Towns and Fringe Rural areas

There was more variation within regions in the instructional delivery model experienced by students attending LEAs located on the fringe of urban areas than those attending city/suburb LEAs.

- » In Regions 3, 4, and 6, the majority of students attending LEAs located on the urban fringe attended LEAs that offered a hybrid model.
- » In Region 1, about half of students attending LEAs located on the urban fringe attended LEAs that offered an in-person model and about half attended LEAs that offered a hybrid model.
- » In Region 5, the vast majority of students attending LEAs located on the urban fringe attended LEAs that offered an in-person model.

⁵ See Appendix II for a discussion of locales (city, suburb, town, rural) in Idaho.

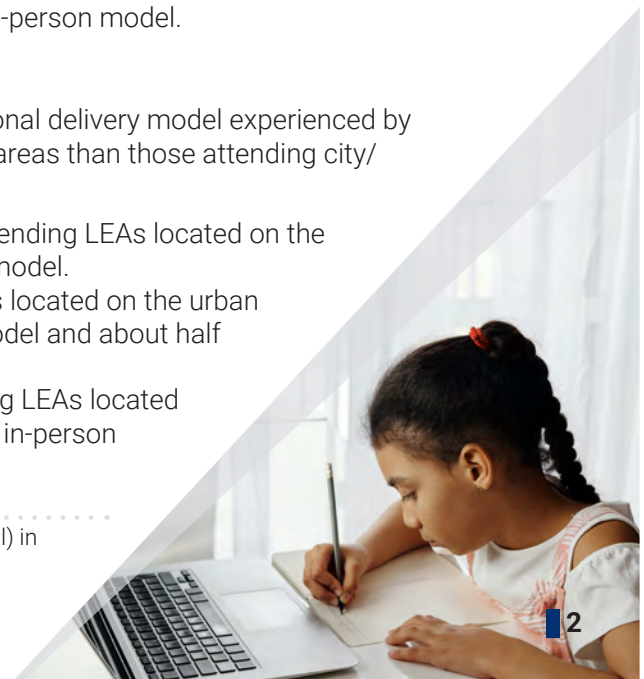








Table 1. Number of students by region, locale, and instructional delivery model and share of students in each region and locale experiencing instructional delivery model

Region	Locale	Instructional Delivery Model		
		In-Person	Hybrid	Online
Region 1 	City/Suburb	0 (0%)	15,736 (96%)	618 (4%)
	Fringe	868 (46%)	1,000 (54%)	0 (0%)
	Town	3,316 (53%)	2,624 (42%)	295 (5%)
	Rural	483 (8%)	5,351 (92%)	0 (0%)
Region 2 	City/Suburb	4,482 (100%)	0 (0%)	0 (0%)
	Fringe	0 (0%)	0 (0%)	0 (0%)
	Town	2,104 (46%)	2,495 (54%)	0 (0%)
	Rural	2,135 (66%)	1,123 (34%)	0 (0%)
Region 3 	City/Suburb	571 (1%)	1,282 (1%)	85,293 (98%)
	Fringe	948 (4%)	19,621 (88%)	1,688 (8%)
	Town	5,389 (45%)	6,689 (55%)	0 (0%)
	Rural	5,294 (70%)	2,172 (29%)	150 (2%)
Region 4 	City/Suburb	0 (0%)	0 (0%)	0 (0%)
	Fringe	1,275 (30%)	2,957 (70%)	0 (0%)
	Town	11,413 (38%)	18,389 (62%)	0 (0%)
	Rural	2,224 (63%)	920 (26%)	385 (11%)
Region 5 	City/Suburb	414 (3%)	12,097 (97%)	0 (0%)
	Fringe	2,373 (81%)	540 (19%)	0 (0%)
	Town	3,211 (68%)	1,498 (32%)	0 (0%)
	Rural	11,956 (95%)	681 (5%)	0 (0%)
Region 6 	City/Suburb	198 (1%)	24,248 (99%)	0 (0%)
	Fringe	4,684 (28%)	11,929 (72%)	0 (0%)
	Town	6,619 (95%)	315 (5%)	0 (0%)
	Rural	1,418 (28%)	3,474 (68%)	215 (4%)

Towns

There was also more variation within regions in the instructional delivery model experienced by students attending LEAs located in towns than those attending city/suburb LEAs.

- » In Region 4, the majority of students attending LEAs located in towns attended LEAs that offered a hybrid model.
- » In Regions 1, 2, and 3, about half of students attending LEAs located in towns attended LEAs that offered an in-person model and about half attended LEAs that offered a hybrid model.
- » In Regions 5 and 6, the vast majority of students attending LEAs located in towns attended LEAs that offered an in-person model.

Rural areas

In most regions, the majority of students attending LEAs located in rural areas attended LEAs that offered an in-person model.

- » In Regions 2, 3, 4, and 5, the majority of students attending rural LEAs attended LEAs that offered an in-person model.
- » In Regions 1 and 6, the majority of students attending rural LEAs attended LEAs that offered an hybrid model.

Trends by Student Group

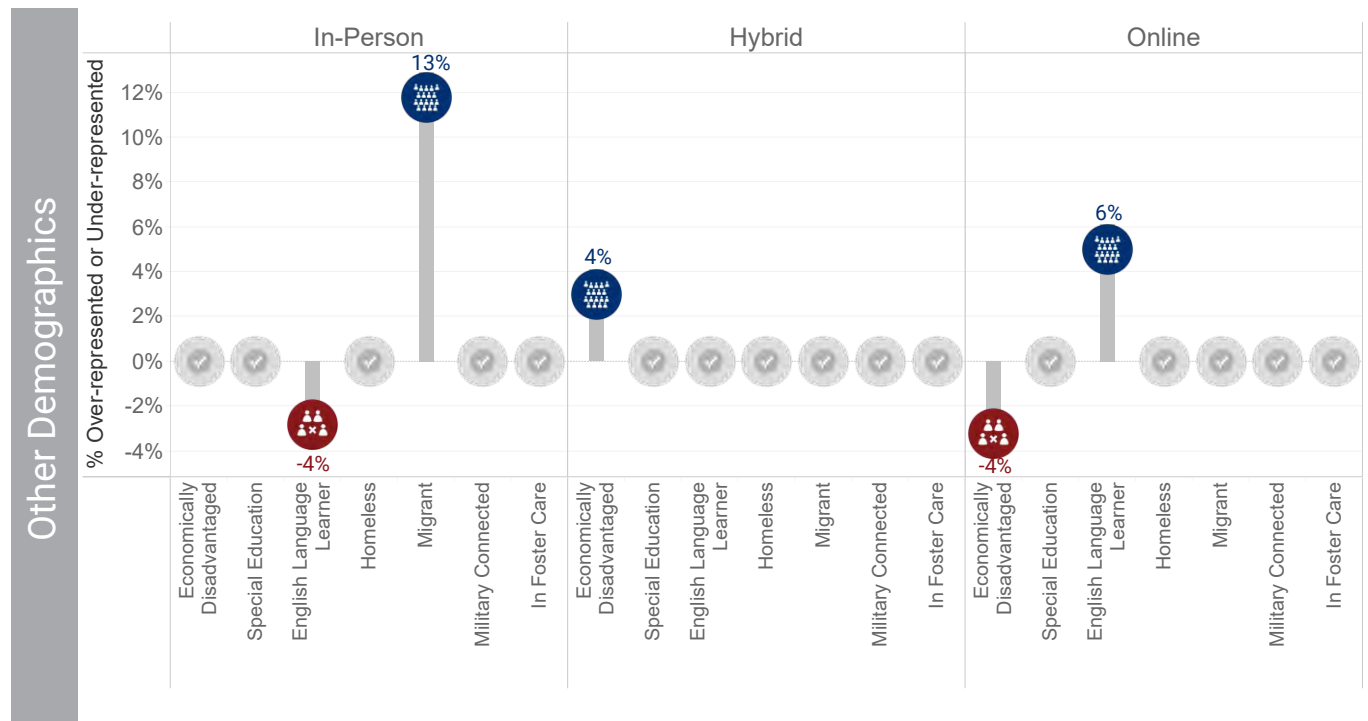
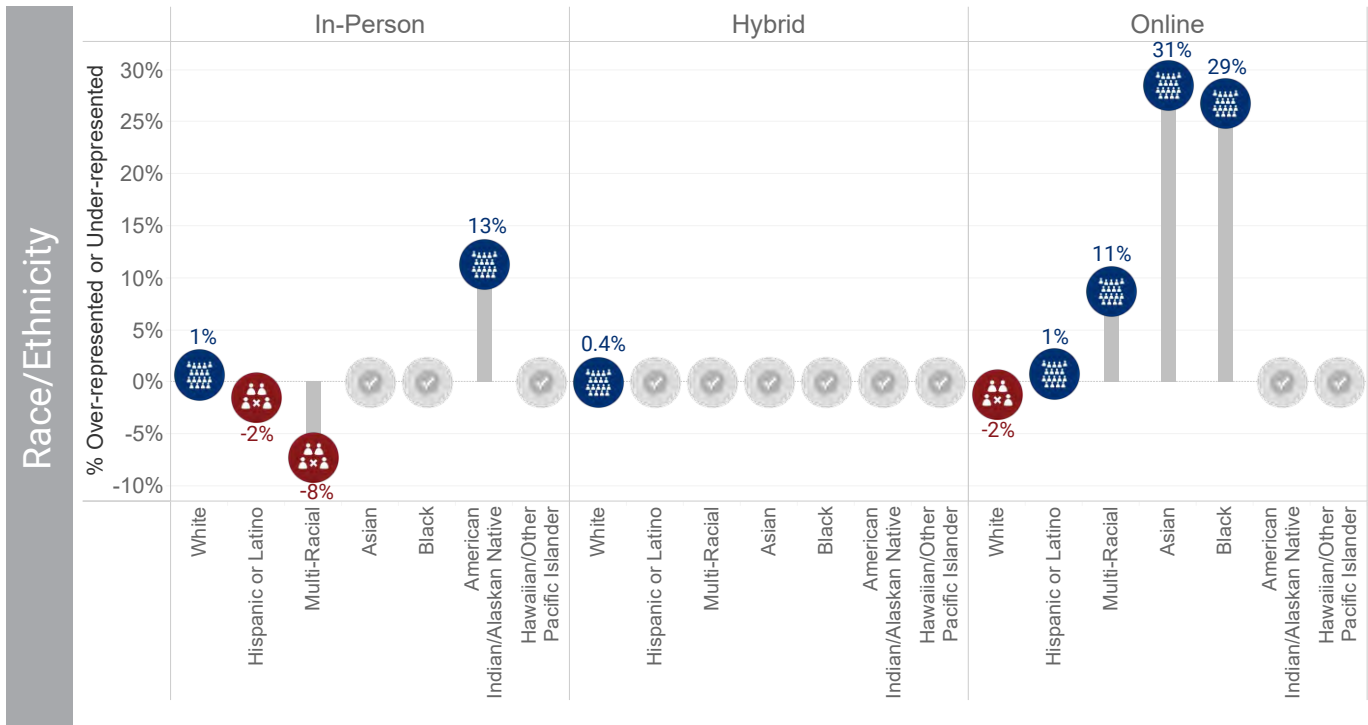
Figure 1 shows how different groups of students are under- or over-represented in each instructional delivery model.

- » There are about 13 percent more American Indian students and Migrant students in the in-person model than what there would be if these groups were perfectly represented in each model.
- » There are about 30 percent more Asian and Black students in the online model than there would be if these groups were perfectly represented in each model.

The region and locale divide discussed above is reflected in the types of students who were most likely to experience the different models because students of various demographic groups are not always evenly distributed across the state.

- » Approximately 50 percent of American Indian students attended only 5 LEAs while the remaining 50 percent of American Indian students were spread out over 127 LEAs. These 5 LEAs exclusively offered an in-person or hybrid model. This led to American Indian students being over-represented in the LEAs that offered an in-person model.
- » A little over 50 percent of Migrant students attended only 6 LEAs while the remaining Migrant students were spread out over 50 LEAs. These 6 LEAs disproportionately offered an in-person or a hybrid model. This led to Migrant students being over-represented in LEAs that offered an in-person model.
- » Asian and Black students were highly concentrated in a few LEAs. Slightly over 50 percent of both Asian students and Black students attended two city/suburb LEAs located in Region 3 – both of which offered an online model.

Figure 1. Over-representation or under-representation for each demographic group by instructional delivery model



APPENDIX I

Methodology

LEA Characterization

This paper characterizes LEAs based on information gathered by the State Department of Education (SDE). These characterizations are preliminary. They were gathered mainly using data published on the LEA's website. SDE employees would go through each individual LEA's website to check the status and when all LEAs had been checked, they would cycle through the list again. There could have been several weeks passed between when a specific LEA's status was first checked and when it was checked again.

The characterizations are preliminary because it is possible that the status data was not always updated on the LEA websites. It is also possible that the status changed several times mid-cycle. For instance, if an LEA went from in-person to hybrid and then back to in-person within several weeks, it could have appeared as if there was no status changed. Finally, LEAs were characterized as hybrid or online if any school in that LEA was hybrid or online. Elementary schools may have returned to in-person instruction before high schools did. However, the status for an elementary school would not change until the status for all schools in the LEA changed.

Student Subgroups

This paper uses the same subgroups of students used by SDE in their Report Card. There were several steps to calculate how under- or over-represented a group of students was in each type of instructional delivery model. First, the percentage of students in each type of instructional delivery model who belong to each group was calculated. That was then compared to the percentage of all students who belong to each group. If the difference in these percentages was statistically significant, the percentage of students in each group who would have to move from that particular type of instructional delivery model in order to achieve expected representation was calculated.

For instance, 78 percent of students in the in-person instructional delivery model are White students while only 74 percent of all students are White. This difference is statistically significant and 1 percent of all White students would have to move from the in-person instructional delivery model in order for White students to be perfectly represented in that group.

APPENDIX II

Locales in Idaho

This paper uses the National Center for Education Statistics (NCES) locale framework. The NCES framework depends on the Census Bureau's delineation of areas as either urban or rural.¹ Basically, urban areas have a certain minimum level of population density. Urban areas are further delineated by population into Urbanized Areas (UAs) and Urban Clusters (UCs). UAs are those urban areas with a population of 50,000 or more while UCs have populations less than 50,000.

NCES uses this urban and rural framework to define LEAs as either rural, town, suburban, or city. Rural LEAs are those LEAs that are located in rural areas. Town, suburban, and city LEAs are located in urban areas. Specifically, town LEAs are located in UCs while suburban and city LEAs are located in UAs. City LEAs are located in the principal city of the UA while suburban LEAs are located outside the principal city of the UA.

The NCES framework does include a more granular definition of these locales. Specifically, it subdivides cities and suburbs into large, midsize, and small (reflecting population). It subdivides town and rural into fringe, distant, and remote (reflecting the distance from an UA). This analysis does reclassify those LEAs that normally operate virtually. NCES currently assigns these LEAs a geographic-based locale. However, it is more useful to classify these LEAs separately.

The tables below show how the LEAs used in this paper are classified.

City

City, Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

LEA Name	LEA Name	Region
1	Boise Independent District	3
454	Rolling Hills Public Charter School, Inc.	3
473	The Village Charter School, Inc.	3
475	The Sage International School Of Boise, A Public Charter School, Inc.	3
511	Peace Valley Charter School, Inc.	3

City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.

LEA Name	LEA Name	Region
271	Coeur D'Alene District	1
491	Coeur D'Alene Charter Academy, Inc.	1
340	Lewiston Independent District	2
25	Pocatello District	5
494	The Pocatello Community Charter School, Inc.	5
496	Gem Prep: Pocatello, Inc.	5
91	Idaho Falls District	6
495	Forrester Academy, Inc.	6

¹ The Census Bureau defines urban/rural areas, Urbanized Areas, and Urban Clusters after every Decennial Census. The definitions used in this paper are those from the 2010 Census.

Suburb

Suburban, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

LEA Name	LEA Name	Region
2	West Ada (Joint School LEA Name 2)	3
492	Anser Of Idaho Inc.	3
498	Gem Innovation Schools	3
499	Future Public School, Inc.	3
550	Doral Academy Of Idaho, Inc.	3
768	Meridian Technical Charter High School, Inc.	3
785	Meridian Medical Arts Charter High School, Inc.	3

Suburban, Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.

LEA Name	LEA Name	Region
131	Nampa School District	3
132	Caldwell District	3
463	Vision Charter School, Inc.	3
478	Legacy Public Charter School, Inc.	3
481	Heritage Community Charter School, Inc.	3
497	Pathways In Education - Nampa, Inc.	3
523	Elevate Academy Inc.	3
528	Forge International, Llc	3
559	Thomas Jefferson Charter School, Inc.	3
795	Idaho Arts Charter School, Inc.	3

Suburban, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.

LEA Name	LEA Name	Region
273	Post Falls District	1
93	Bonneville Joint District	6
464	White Pine Charter School, Inc.	6
474	Monticello Montessori Charter School, Inc.	6

Town		
Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.		
LEA Name	LEA Name	Region
3	Kuna Joint District	3
456	Falcon Ridge Public Charter School, Inc.	3
513	Project Impact Stem Academy	3
60	Shelley Joint District	6
Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.		
LEA Name	LEA Name	Region
41	St Maries Joint District	1
84	Lake Pend Oreille School District	1
487	Sandpoint Charter School, Inc.	1
171	Orofino Joint District	2
281	Moscow District	2
472	Palouse Prairie Educational Organization, Inc.	2
813	Moscow Charter School, Inc.	2
193	Mountain Home District	3
221	Emmett Independent District	3
370	Homedale Joint District	3
371	Payette Joint District	3
373	Fruitland District	3
532	Treasure Valley Classical Academy, Inc.	3
485	Idaho Stem Academy, Inc.	4
201	Preston Joint District	5
381	American Falls Joint District	5
55	Blackfoot District	6
322	Sugar-Salem Joint District	6
468	Idaho Science And Technology Charter School, Inc.	6
477	Blackfoot Charter Community Learning Center, Inc.	6

Town		
Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.		
LEA Name	LEA Name	Region
101	Boundary County District	1
393	Wallace District	1
244	Mountain View School District	2
431	Weiser District	3
61	Blaine County District	4
151	Cassia County Joint District	4
261	Jerome Joint District	4
331	Minidoka County Joint District	4
411	Twin Falls District	4
413	Filer District	4
414	Kimberly District	4
465	North Valley Academy, Inc.	4
479	Heritage Academy, Inc.	4
488	Syringa Mountain School, Inc.	4
553	Pinecrest Academy Of Idaho	4
150	Soda Springs Joint District	5
291	Salmon District	6
531	Fern-Waters Public Charter School, Inc.	6

Rural

Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

LEA Name	LEA Name	Region
391	Kellogg Joint District	1
480	North Idaho Stem Charter Academy, Inc.	1
508	Hayden Canyon Charter School	1
134	Middleton District	3
135	Notus District	3
139	Vallivue School District	3
451	Victory Charter School, Inc.	3
455	Compass Public Charter School, Inc.	3
458	Liberty Charter School, Inc.	3
493	North Star Charter School, Inc.	3
544	Mosaics Public School	3
231	Gooding Joint District	4
232	Wendell District	4
412	Buhl Joint District	4
462	Xavier Charter School, Inc.	4
52	Snake River District	5
460	The Academy, Inc.	5
483	Chief Tahgee Elementary Academy, Inc.	5
215	Fremont County Joint District	6
251	Jefferson County Joint District	6
321	Madison District	6
461	Taylor's Crossing Public Charter School, Inc.	6
482	American Heritage Charter School	6

Rural

Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

LEA Name	LEA Name	Region
44	Plummer-Worley Joint District	1
83	West Bonner County District	1
272	Lakeland District	1
274	Kootenai District	1
392	Mullan District	1
282	Genesee Joint District	2
283	Kendrick Joint District	2
287	Troy School District	2
305	Highland Joint District	2
341	Lapwai District	2
342	Culdesac Joint District	2
72	Basin School District	3
73	Horseshoe Bend School District	3
133	Wilder District	3
136	Melba Joint District	3
137	Parma District	3
363	Marsing Joint District	3
365	Bruneau-Grand View Joint School District	3
372	New Plymouth District	3
555	Canyon-Owyhee School Service Agency (Cossa)	3
233	Hagerman Joint District	4
415	Hansen District	4
417	Castleford District	4
418	Murtaugh Joint District	4
21	Marsh Valley Joint District	5
58	Aberdeen District	5
148	Grace Joint District	5
202	West Side Joint District	5
383	Arbon Elementary District	5
59	Firth District	6
252	Ririe Joint District	6
486	Upper Carmen Public Charter School, Inc.	6

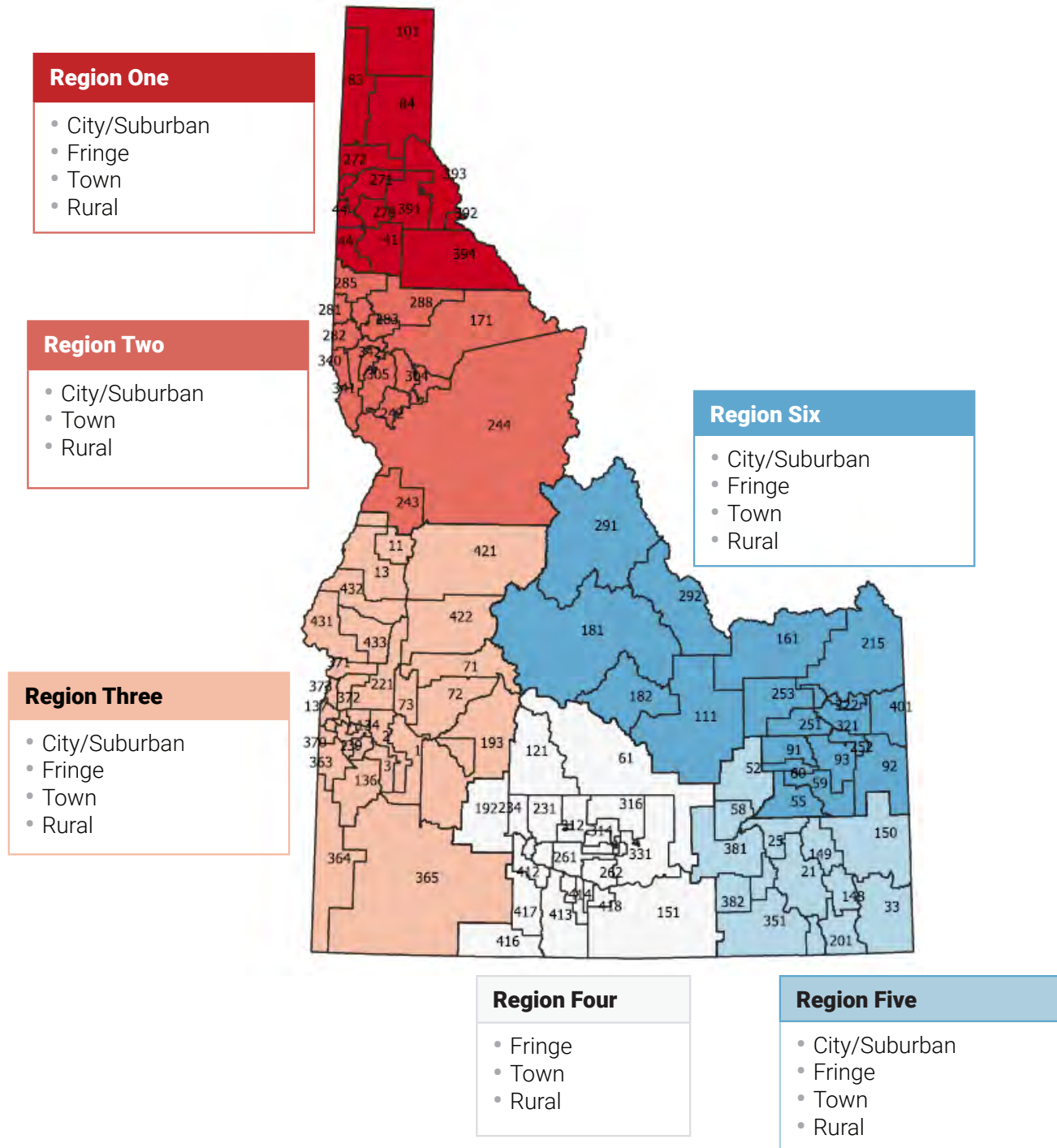
Rural

Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

LEA Name	LEA Name	Region
394	Avery Elementary District	1
242	Cottonwood Joint District	2
243	Salmon River Joint School District	2
285	Potlatch District	2
288	Whitepine Joint School District	2
302	Nezperce Joint District	2
304	Kamiah Joint District	2
11	Meadows Valley District	3
13	Council District	3
71	Garden Valley District	3
191	Prairie Elementary District (191)	3
364	Pleasant Valley Elementary District	3
421	Mccall-Donnelly Joint School District	3
422	Cascade District	3
432	Cambridge Joint District	3
433	Midvale District	3
121	Camas County District	4
192	Glenns Ferry Joint District	4
234	Bliss Joint District	4
262	Valley District	4
312	Shoshone Joint District	4
314	Dietrich District	4
316	Richfield District	4
416	Three Creek Joint Elementary District	4
33	Bear Lake County District	5
149	North Gem District	5
351	Oneida County District	5
382	Rockland District	5
92	Swan Valley Elementary District	6
111	Butte County Joint District	6
161	Clark County District	6
181	Challis Joint District	6
182	Mackay Joint District	6
253	West Jefferson District	6
292	South Lemhi District	6
401	Teton County District	6
540	Island Park Charter School	6

APPENDIX III

Idaho Education Regions & School Districts¹



¹ Regions are delineated by color. The boundary lines represent school district boundaries. School districts are identified by the school district number. See <https://www.sde.idaho.gov/school-choice/charter/files/idaho-schools/Idaho-Charter-Schools-by-Region.pdf> for a list of charter schools by region.

SPECIAL BOARD REPORT



COVID-19 Impact Series

Part 2: The Impact of COVID-19 on 9th Grade GPA in Idaho Public Schools¹

OVERVIEW

This paper compares GPAs of 9th grade students as of March 6, 2020 (pre-COVID) with GPAs of 9th grade students as of March 5, 2021 (post-COVID) in order to understand how the pandemic and the resultant changes in instructional delivery models could have affected GPAs. Ninth grade GPA should be more sensitive to any impact than the GPA of other grades as there is not any other year in the calculation that could mitigate that impact. For instance, any effect on 10th grade GPA would be mitigated by one year of pre-COVID GPA, any effect on 11th grade GPA would be mitigated by two years of pre-COVID GPA, and any effect on 12th grade GPA would be mitigated by three years of pre-COVID GPA.

Using the instructional delivery model classifications developed in Part 1 of this series, this paper examines whether or not there were differences in impacts on GPAs across local education agencies (LEAs) that offered the different instructional delivery models and if there were differences across various groups of students experiencing those instructional delivery models. It also estimates if there was a change in the share of 9th grade students with GPAs meeting eligibility requirements for two programs meant to encourage students going on to college. The first is the Opportunity Scholarship. Students must have a GPA of at least 2.7 to be eligible. The second is Direct Admissions. While in the past, Direct Admissions has used both standardized tests and GPA as criteria, the Direct Admissions criterion has shifted to being only GPA-based. In the next year, students will be directly admitted into all 8 Idaho public institutions (Direct Admissions – Group of 8) if they have a GPA of at least 2.6.

Classification of Instructional Delivery Models*



In-Person

Districts that used only in-person instructional delivery model.



Hybrid

Districts that used hybrid instructional delivery model for at least some period of time but did not use strictly online instructional delivery model at any point.



Online

Districts that used strictly online instructional delivery model for at least a period of time.

*Classification of districts by instructional delivery model is preliminary. There are known limitations with the data as it currently exists – see Appendix I for more detail.

¹ Author: Dr. Cathleen McHugh, Chief Research Officer, Idaho State Board of Education

FINDINGS

This paper finds that LEAs that offered either a hybrid or online instructional delivery model did have a decrease in 9th grade GPAs. Ninth grade GPA dropped by 0.13 points in LEAs that offered a hybrid model and by 0.09 points in LEAs that offered an online model. There was not a statistically significant change for LEAs that offered an in-person model.

This decrease did affect the share of 9th grade students with GPAs that would meet the Opportunity Scholarship or the Direct Admissions – Group of 8 threshold. The share of 9th grade students with GPAs meeting the Opportunity Scholarship threshold dropped by 5 percentage points both in LEAs offering a hybrid model and in LEAs offering an online model. The share of 9th grade students with GPAs meeting the Direct Admission threshold dropped by 5 percentage points in LEAs offering a hybrid model and by 4 percentage points in LEAs offering an online model. There was no statistically significant change in LEAs that offered an in-person model.

Findings for Student Subgroups

There were subgroups of students with statistically significant effects. These were:

White Students

- » LEAs offering an in-person model: There was not a statistically significant impact on 9th Grade GPA for White students.
- » LEAs offering a hybrid model: Ninth grade GPA decreased by 0.10 points. Both the share of those with GPAs eligible for the Opportunity Scholarship and the share of those with GPAs eligible for Direct Admissions – Group of 8 decreased by 4 percentage points.
- » LEAs offering an online model: Ninth grade GPA decreased by 0.07 points. Both the share of those with GPAs eligible for the Opportunity Scholarship and the share of those with GPAs eligible for Direct Admissions – Group of 8 decreased by 4 percentage points.

	Summary of Findings for White Students								
	In-Person			Hybrid			Online		
	GPA	% Eligible for Opportunity Scholarship	DA Group of 8 Eligibility	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8
Significant Change?	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes
Decrease or Increase	-	-	-	-0.10 points ↓	-4 percentage points ↓	-4 percentage points ↓	-0.07 points ↓	-4 percentage points ↓	-4 percentage points ↓
% or GPA Change	-	-	-	3.01 to 2.92	69% to 65%	72% to 68%	3.10 to 3.03	74% to 70%	76% to 73%
Students in Analysis	-	-	-	16,709	16,677	16,649	10,289	10,274	10,274

Note: The value reported in the Decrease or Increase row may not match the number computed using the data in the % or GPA Change row due to rounding.

Hispanic Students

- » LEAs offering an in-person model: There was not a statistically significant impact on 9th Grade GPA for Hispanic students.
- » LEAs offering a hybrid model: Ninth grade GPA decreased by 0.27 points. The difference between this estimate and the estimate for White students was statistically significant. The share of those with GPAs eligible for the Opportunity Scholarship decreased by 8 percentage points and the share of those with GPAs eligible for Direct Admissions – Group of 8 decreased by 9 percentage points. Neither difference between these estimates and the estimates for White students was statistically significant.

- » LEAs offering an online model: Ninth grade GPA decreased by 0.16 points. Both the share of those with GPAs eligible for the Opportunity Scholarship and the share of those with GPAs eligible for Direct Admissions – Group of 8 decreased by 5 percentage points. None of the differences between these estimates and the estimates for White students were statistically significant.

Summary of Findings for Hispanic Students									
	In-Person			Hybrid			Online		
	GPA	% Eligible for Opportunity Scholarship	DA Group of 8 Eligibility	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8
Significant Change?	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes
Decrease or Increase	-	-	-	-0.27 points ↓	-8 percentage points ↓	-9 percentage points ↓	-0.16 points ↓	-5 percentage points ↓	-5 percentage points ↓
% or GPA Change	-	-	-	2.60 to 2.33	51% to 42%	54% to 45%	2.50 to 2.34	48% to 43%	50% to 45%
Students in Analysis	-	-	-	4,162	4,134	4,131	2,741	2,733	2,722

Note: The value reported in the Decrease or Increase row may not match the number computed using the data in the % or GPA Change row due to rounding.

Economically Disadvantaged Students

- » LEAs offering an in-person model: There was not a statistically significant impact on 9th Grade GPA for Economically Disadvantaged students.
- » LEAs offering a hybrid model: Ninth grade GPA decreased by 0.22 points. The share of those with GPAs eligible for the Opportunity Scholarship decreased by 7 percentage points and the share of those with GPAs eligible for Direct Admissions – Group of 8 decreased by 8 percentage points. None of the differences between these estimates and the estimates for students who are not economically disadvantaged were statistically significant.
- » LEAs offering an online model: Ninth grade GPA decreased by 0.23 points. The difference between this estimate and the estimate for students who are not economically disadvantaged was statistically significant. The share of those with GPAs eligible for the Opportunity Scholarship decreased by 9 percentage points and the share of those eligible for Direct Admissions - Group of 8 decreased by 8 percentage points. Neither difference between these estimates and the estimates for students who are not economically disadvantaged was statistically significant.

Summary of Findings for Economically Disadvantaged Students									
	In-Person			Hybrid			Online		
	GPA	% Eligible for Opportunity Scholarship	DA Group of 8 Eligibility	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8
Significant Change?	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes
Decrease or Increase	-	-	-	-0.22 points ↓	-7 percentage points ↓	-8 percentage points ↓	-0.23 points ↓	-9 percentage points ↓	-8 percentage points ↓
% or GPA Change	-	-	-	2.59 to 2.37	51% to 43%	54% to 46%	2.56 to 2.33	50% to 41%	53% to 45%
Students in Analysis	-	-	-	7,259	7,250	7,240	3,963	3,957	3,947

Note: The value reported in the Decrease or Increase row may not match the number computed using the data in the % or GPA Change row due to rounding.

English Language Learner Students

- » LEAs offering an in-person model: There was not a statistically significant impact on 9th Grade GPA for English Language Learner students.
- » LEAs offering a hybrid model: Ninth grade GPA decreased by 0.38 points. The difference between this estimate and the estimate for students who are not English Language Learners was statistically significant. The share of those with GPAs eligible for the Opportunity Scholarship decreased by 12 percentage points and the share of those with GPAs eligible for Direct Admissions – Group of 8 decreased by 14 percentage points. Neither difference between these estimates and the estimates for students who are not English Language Learners was statistically significant.
- » LEAs offering an online model: Ninth grade GPA decreased by 0.40 points. The difference between this estimate and the estimate for students who are not English Language Learners was statistically significant. The share of those with GPAs eligible for the Opportunity Scholarship decreased by 10 percentage points and the share of those with GPAs eligible for Direct Admissions – Group of 8 decreased by 9 percentage points. Neither difference between these estimates and the estimates for students who are not English Language Learners was statistically significant.

Summary of Findings for English Language Learners									
	In-Person			Hybrid			Online		
	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8
Significant Change?	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes
Decrease or Increase	-	-	-	-0.38 points ↓	-12 percentage points ↓	-14 percentage points ↓	-0.40 points ↓	-10 percentage points ↓	-9 percentage points ↓
% or GPA Change	-	-	-	2.40 to 2.02	39% to 27%	44% to 30%	2.41 to 2.00	41% to 31%	44% to 34%
Students in Analysis	-	-	-	915	889	883	813	797	796

Note: The value reported in the Decrease or Increase row may not match the number computed using the data in the % or GPA Change row due to rounding.

Migrant students

- » LEAs offering an in-person model: There was not a statistically significant impact on 9th Grade GPA for Migrant students.
- » LEAs offering a hybrid model: Ninth grade GPA decreased by 0.42 points. The difference between this estimate and the estimate for students who are not Migrant was statistically significant. Both the share of those with GPAs eligible for the Opportunity Scholarship and the share of those with GPAs eligible for Direct Admissions – Group of 8 decreased by 16 percentage points. Neither difference between these estimates and the estimates for students who are not Migrants was statistically significant.
- » LEAs offering an online model: Ninth grade GPA decreased by 0.57 points. The difference between this estimate and the estimate for students who are not Migrant was statistically significant. Both the share of those with GPAs eligible for the Opportunity Scholarship and the share of those with GPAs eligible for Direct Admissions – Group of 8 decreased by 12 percentage points. Both difference between these estimates and the estimates for students who are not Migrants was statistically significant.

Summary of Findings for Migrant Students									
	In-Person			Hybrid			Online		
	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8
Significant Change?	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes
Decrease or Increase	-	-	-	-0.42 points ↓	-16 percentage points ↓	-16 percentage points ↓	-0.57 points ↓	-12 percentage points ↓	-12 percentage points ↓
% or GPA Change	-	-	-	2.53 to 2.11	49% to 33%	50% to 34%	2.10 to 1.52	26% to 14%	26% to 14%
Students in Analysis	-	-	-	249	237	237	110	104	104

Note: The value reported in the Decrease or Increase row may not match the number computed using the data in the % or GPA Change row due to rounding.

IMPACT

This analysis found statistically significant decreases in the 9th grade GPAs for several groups of students who attended LEAs that offered hybrid or online instructional delivery models. Unless these 9th graders raise their GPA before graduation, it is projected there will be decreases in the number of students eligible for the Opportunity Scholarship and Direct Admissions – Group of 8 programs compared to what there would have been if their GPAs had followed the same pattern that existed pre-COVID.

- » There could be about **580**, or **3%**, fewer White students eligible for the programs.
- » There could be about **250**, or **5%**, fewer Hispanic students eligible for the programs.
- » There could be about **400**, or **5%**, fewer Economically Disadvantaged students eligible for the programs.
- » There could be about **100**, or **10%**, fewer English Language Learner students eligible for the programs.
- » There could be about **30**, or **10%**, fewer Migrant students eligible for the programs.

Not being eligible to participate in these programs could impact the rate at which different groups of students attend college. For instance, earlier work by OSBE has found that being offered an Opportunity Scholarship increased the probability that a student attended college by 9 percentage points. Unless students are able to increase their GPAs to meet eligibility criteria for these programs, then the secondary to postsecondary pipeline could be affected.

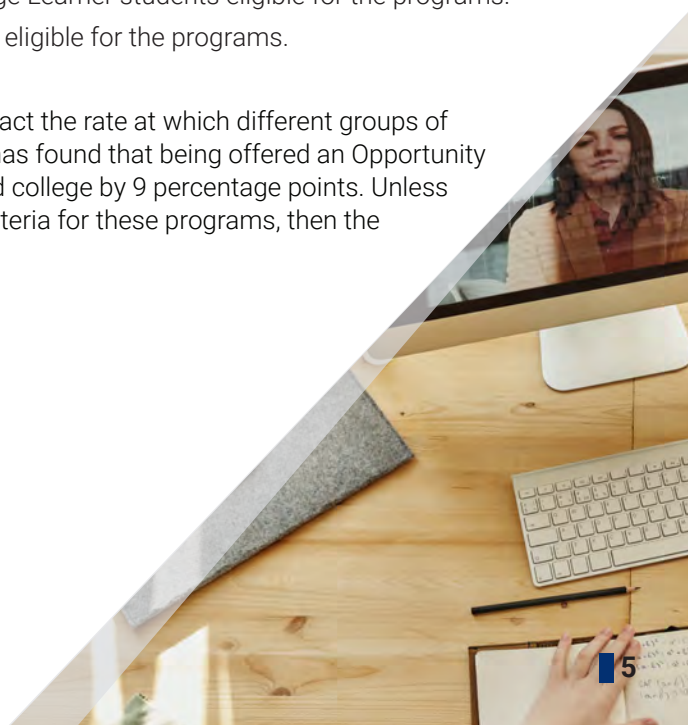


Figure 1. Significant Changes in the GPA of 9th Grade Students in March of 2020 vs. March of 2021 by Demographic Group and Instructional Delivery Model

		Point Change in GPA			
		Statewide (All Models)	In-Person	Hybrid	Online
Overall	All students			-0.13 Change in GPA: 2.92 to 2.79 (n = 22,163)	-0.09 Change in GPA: 2.98 to 2.89 (n = 14,373)
Race	Asian	-0.20 Change in GPA: 3.45 to 3.25 (n = 599)			
	Hispanic			-0.27 Change in GPA: 2.60 to 2.33 (n = 4,162)	-0.16 Change in GPA: 2.50 to 2.34 (n = 2,741)
	White			-0.10 Change in GPA: 3.01 to 2.92 (n = 16,709)	-0.07 Change in GPA: 3.10 to 3.03 (n = 10,289)
English Language Learner (ELL) Status	ELL	-0.27 Change in GPA: 2.35 to 2.09 (n = 2,139)		-0.38 Change in GPA: 2.40 to 2.02 (n = 915)	-0.41 Change in GPA: 2.41 to 2.00 (n = 813)
	Not ELL			-0.12 Change in GPA: 2.95 to 2.82 (n = 21,248)	-0.08 Change in GPA: 3.02 to 2.94 (n = 13,560)
Homeless Status	Not Homeless			-0.13 Change in GPA: 2.93 to 2.80 (n = 21,862)	-0.09 Change in GPA: 3.00 to 2.90 (n = 14,129)
Migrant Status	Migrant			-0.42 Change in GPA: 2.53 to 2.11 (n = 249)	-0.58 Change in GPA: 2.10 to 1.52 (n = 110)
	Not Migrant			-0.13 Change in GPA: 2.93 to 2.80 (n = 21,913)	-0.09 Change in GPA: 2.99 to 2.90 (n = 14,262)
Military	Not Military Connected			-0.13 Change in GPA: 2.92 to 2.79 (n = 21,930)	-0.09 Change in GPA: 2.98 to 2.89 (n = 14,233)
Socioeconomic Status	Economically Disadvantaged	-0.14 Change in GPA: 2.56 to 2.41 (n = 15,766)		-0.22 Change in GPA: 2.59 to 2.37 (n = 7,259)	-0.23 Change in GPA: 2.56 to 2.33 (n = 3,963)
	Not Economically Disadvantaged	-0.09 Change in GPA: 3.10 to 3.01 (n = 32,239)		-0.16 Change in GPA: 3.12 to 2.96 (n = 14,904)	-0.07 Change in GPA: 3.16 to 3.08 (n = 10,410)
Special Education Status	Not Special Education			-0.14 Change in GPA: 2.98 to 2.84 (n = 19,973)	-0.10 Change in GPA: 3.04 to 2.94 (n = 13,010)

Notes: Negative numbers indicate a decrease in GPA while positive numbers would indicate an increase in GPA. The number of students included in the analysis is denoted by "n". Only statistically significant changes were reported in this table. Statistical significance was considered a p-value of less than 0.05.

Figure 2. Significant Changes in the Percentage of 9th Grade Students Eligible for the Opportunity Scholarship or Group of 8 Direct Admissions Letter in March of 2020 vs. March of 2021 by Demographic Group and Instructional Delivery Model

		Percentage-Point Change in Students Eligible for the Opportunity Scholarship				Percentage-Point Change in Students Eligible for the Group of 8 Direct Admissions Letter			
		Statewide (All Models)	In-Person	Hybrid	Online	Statewide (All Models)	In-Person	Hybrid	Online
Overall	All students	-4 66% to 62% (n = 47,947)		-5 65% to 60% (n = 22,151)	-5 69% to 64% (n = 14,369)	-3 68% to 65% (n = 47,885)		-5 68% to 63% (n = 22,111)	-4 71% to 67% (n = 14,369)
Race	American Indian		-17 44% to 27% (n = 141)		+29 33% to 62% (n = 54)		-20 51% to 31% (n = 143)		
	Asian	-11 82% to 71% (n = 383)	-46 77% to 31% (n = 22)			-12 84% to 72% (n = 372)	-51 72% to 21% (n = 18)		-12 87% to 75% (n = 282)
	Black		+38 36% to 74% (n = 25)						
	Hispanic	-5 49% to 44% (n = 8,813)		-9 51% to 42% (n = 4,134)	-5 48% to 43% (n = 2,733)	-5 51% to 46% (n = 8,793)		-9 54% to 45% (n = 4,131)	-5 50% to 45% (n = 2,722)
	White	-3 70% to 67% (n = 35,780)		-4 69% to 65% (n = 16,677)	-4 74% to 70% (n = 10,274)	-3 73% to 70% (n = 35,731)		-4 72% to 68% (n = 16,649)	-3 76% to 73% (n = 10,274)
English Language Learner (ELL) Status	ELL	-8 39% to 31% (n = 2,024)		-12 39% to 27% (n = 889)	-10 41% to 31% (n = 797)	-9 43% to 34% (n = 2,017)		-14 44% to 30% (n = 883)	-10 44% to 34% (n = 796)
	Not ELL	-4 67% to 63% (n = 45,811)		-4 66% to 62% (n = 21,238)	-4 70% to 66% (n = 13,556)	-3 69% to 66% (n = 45,750)		-5 69% to 64% (n = 21,199)	-4 73% to 69% (n = 13,556)
Homeless Status	Homeless		-16 52% to 36% (n = 161)			-10 44% to 34% (n = 654)			
	Not Homeless	-4 66% to 62% (n = 47,172)		-5 66% to 61% (n = 21,850)	-4 69% to 65% (n = 14,125)	-4 69% to 65% (n = 47,022)		-5 68% to 63% (n = 21,800)	-4 72% to 68% (n = 14,125)
Migrant Status	Migrant			-16 49% to 33% (n = 237)	-12 26% to 14% (n = 104)			-16 50% to 34% (n = 237)	-12 26% to 14% (n = 104)
	Not Migrant	-4 66% to 62% (n = 47,366)		-4 65% to 61% (n = 21,901)	-4 69% to 65% (n = 14,258)	-3 68% to 65% (n = 47,304)		-5 68% to 63% (n = 21,861)	-5 72% to 67% (n = 14,258)
Military	Military Connected			-22 70% to 48% (n = 209)				-25 73% to 48% (n = 201)	
	Not Military Connected	-4 66% to 62% (n = 47,484)		-4 65% to 61% (n = 21,918)	-5 69% to 64% (n = 14,229)	-3 68% to 65% (n = 47,422)		-5 68% to 63% (n = 21,878)	-4 71% to 67% (n = 14,229)
Socioeconomic Status	Economically Disadvantaged	-6 51% to 45% (n = 15,708)		-8 51% to 43% (n = 7,250)	-9 50% to 41% (n = 3,957)	-7 54% to 47% (n = 15,678)		-8 54% to 46% (n = 7,240)	-8 53% to 45% (n = 3,947)
	Not Economically Disadvantaged	-5 74% to 69% (n = 32,128)		-7 74% to 67% (n = 14,834)	-5 77% to 72% (n = 10,407)	-4 76% to 72% (n = 32,109)		-6 76% to 70% (n = 14,836)	-4 79% to 75% (n = 10,407)
Special Education Status	Not Special Education	-4 68% to 64% (n = 43,243)		-4 67% to 63% (n = 19,957)	-5 72% to 67% (n = 13,006)	-3 70% to 67% (n = 43,194)		-5 70% to 65% (n = 19,925)	-5 74% to 69% (n = 13,006)

Notes: Negative numbers indicate a decrease in eligibility while positive numbers would indicate an increase in eligibility. The number of students included in the analysis is denoted by "n". Only statistically significant changes were reported in this table. Statistical significance was considered a p-value of less than 0.05.

APPENDIX I

Methodology

GPA Analysis

This paper compares the GPA of students in a particular grade in a particular school as of March 6, 2020 with the GPA of students in that same grade and same school as of March 5, 2021. This analysis does not track GPAs of individual students across these time periods. It is possible that a student's GPA naturally decreases (or increases) as that student progresses through high school. It would require at least 3 years of GPA data to do this sort of analysis. The change between years 1 and 2 would set the baseline for understanding the change between years 2 and 3. In contrast, the analysis done in this paper only requires 2 years of data.

While high school GPA has been collected in ISEE for several years, it is just in 2020 that only unweighted GPA was collected. Prior to that, schools could submit either unweighted or weighted GPA. Thus, there is only one year of data prior to COVID that contains a GPA measure that is consistent with the GPA data after COVID.

This paper analyzes GPAs for all students in the 9th grade¹ according to the instructional delivery model offered by the student's LEA and then repeats that analysis for students of various demographic groups (race/ethnicity, economic disadvantaged, special education, English Language learner status, homeless status, and migrant status). It holds constant the school attended.² This means any attributes of the school that did not change from 2020 to 2021 is also held constant. It also did sensitivity analysis using LEA level fixed effects in case students moved between schools within an LEA in response to the pandemic.

LEA Characterization

This paper characterizes LEAs based on information gathered by the State Department of Education (SDE). These characterizations are preliminary. They were gathered mainly using data published on the LEA's website. SDE employees would go through each individual LEA's website to check the status and when all LEAs had been checked, they would cycle through the list again. There could have been several weeks passed between when a specific LEA's status was first checked and when it was checked again.

The characterizations are preliminary because it is possible that the status data was not always updated on the LEA websites. It is also possible that the status changed several times mid-cycle. For instance, if an LEA went from in-person to hybrid and then back to in-person within several weeks, it could have appeared as if there was no status changed. Finally, LEAs were characterized as hybrid or online if any school in that LEA was hybrid or online. Elementary schools may have returned to in person instruction before high schools did. However, the status for an elementary school would not change until the status for all schools in the LEA changed.

Student Subgroups

This paper uses the same subgroups of students used by SDE in their Report Card.

¹ GPAs for 10th, 11th, and 12th graders were also examined. The results for those grades are available upon request.

² Specifically, this analysis uses a multiple regression model with school year variables and school level fixed effects.