SUBJECT
    Board Policy IV.D. Educator Preparation, Certification, and Standards – Second Reading

REFERENCE

April 2023	Board approved first reading of proposed amendments to Board policy IV.B. State Department of Education and IV.D. Educator Preparation, Certification, and Standards (new section).
June 2023	Board approved second reading thereby establishing Policy IV.D. Educator Preparation, Certification and Standards as a new section of policy.
October 2023	Board approved first reading of proposed amendments to Board Policy IV.D, streamlining the composition of content standards review committees managed by the State Department of Education.

APPLICABLE STATUTE, RULE, OR POLICY
    Sections 33-1201 through 33-1204, Idaho Code
    Idaho Administrative Code, IDAPA 08.02.03

BACKGROUND/DISCUSSION
    Content standards for K-12 curriculum are adopted by the Board and incorporated by reference into IDAPA 08.02.03. Content standards are to be reviewed by a review committee, facilitated by the State Department of Education (SDE), as established in Board Policy IV.D. every six (6) years. This policy also establishes the structure of content standards review committees.

    As SDE continues to engage content standards review committees it has become apparent that the structure of review committees is not always feasible. For example, the current structure requires an elementary teacher to sit on every review committee. However, an elementary teacher may not be a meaningful contributor to a committee reviewing Driver's Education content standards, for example. Flexibility in the membership of content standards review committees is necessary.

    IDAPA 08.02.03.128 establishes the structure of curricular materials review committees. Review of curricular materials, also facilitated by the State Department of Education, is to take place in the year following content standards review. The language defining the structure of these committees provides additional flexibility and has not presented an implementation problem to date.

    Attachment 1 proposes revisions to Board Policy IV.D. that aligns the language in policy pertaining to content standards review committees with the existing language in IDAPA 08.02.03.128 pertaining to curricular materials review committees.

In addition to this change, a technical correction is proposed in paragraph 2.ff. of Board Policy IV.D. for the purpose of removing a no longer relevant reference to grades 5-9.

IMPACT

If the Board approves the second reading of the proposed changes the State Department of Education can begin utilizing the updated requirements for content standard review committees working through the spring of 2024.

ATTACHMENTS

Attachment 1 – Board Policy IV.D. – Proposed Revisions

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Updating Section 1.a.i of Board Policy IV.D. to materially align with IDAPA 02.02.03.128, would provide the SDE with the necessary flexibility to establish effective content review committees. This change would also further align administrative rule and Board policy and would serve to streamline the workload for the SDE staff that facilitates both Content Standards and Curricular Materials committees.

No changes have been made to the proposed language since the first reading was approved in October.

Staff recommends that the Board approve the second reading of the proposed changes to Board Policy IV.D.

BOARD ACTION

I move to approve the second reading of proposed revisions to Board Policy IV.D. as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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1. Standards Approval
   While maintaining a balance between the local control of school districts and the Idaho constitutional requirement for a uniform and thorough system of public education, the State Board of Education sets minimum standards to provide the framework through which our public school~~s~~ then provide educational opportunities to Idaho students. ~~Prior to any standards being brought forward to the Board the a~~Applicable stakeholders and the public shall be provided with an opportunity to provide feedback prior to consideration of the Board of proposed standards. All standards ~~being~~ brought to the Board for consideration shall include the standards themselves, a description of how feedback was solicited, and a summary of the feedback that was received. Amendments to existing standards shall also include a redlined version of the standards showing all amendments.

   a. Content Standards
      The Idaho Content Standards articulate the minimum knowledge a student is expected to know and be able to use within a content (subject) area at specific grade levels. Content standards are reviewed and updated on a rotating basis in relation to the curricular materials adoption schedule, but may be updated more frequently if an area is identified as needing to be updated in advance of that schedule. Content standards review will be scheduled such that the content standard is reviewed in the year prior to the scheduled curricular materials review. At a minimum all content areas, including those without corresponding curricular materials, will be reviewed every six (6) years and notification will be made to the Office of the State Board of Education of the review and if the review will result in amendments to the standard or if it was determined that no amendments are necessary for the review cycle. Career Technical Education (CTE) content standard reviews will be facilitated by the Division of Career Technical Education and must meet the same review requirements as academic content standards. All other content standards review will be facilitated by the State Department of Education.

      The content standards review process will include at a minimum:
         i. A review committee will consist of not less than ten (10) total members from the following stakeholder groups: certified Idaho classroom teachers, Idaho public school administrators, Idaho higher education officials, parents, local school board trustees ~~or directors~~, and State Department of Education personnel. A review committee must include Idaho educators with subject expertise in the applicable content area. A review committee established for the purpose of reviewing content standards of career technical courses must also include a member from the Division of Career Technical Education. ~~A review committee must include~~consisting of Idaho educators ~~with experience in the applicable content area. The committee shall be made up of elementary and secondary instructional staff and at least one~~

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~~postsecondary faculty member from a four-year institution and at least one from a two-year institution, at least one public school administrator, and at least one parent of school aged children or representative of an organization representing parents with school aged children. Instructional staff and postsecondary faculty members must have experience providing instruction in the applicable content area.~~ Additional members may be included at the discretion of the Department. To the extent possible, representatives shall be chosen from a combination of large and small schools or districts and provide for regional representation.

   ii. The review committee will make an initial determination regarding the need to update the standards.

  iii. Based on the review, the committee shall meet to develop initial recommendations for the creation of new content standards or amendments to the existing content standards. The Department will provide multiple opportunities for public input on the draft recommendations including but not limited to the Department website and processes that allow for individuals in each region of the state to participate.

  iv. Drafts of the recommended amendments will be made available to the public for comment for a period of not less than 20 days. At the close of the comment period the committee will finalize recommendations for Board consideration.

b. Standards for Certificated School Personnel

The Standards for Certificated School Personnel set the minimum standards certificated school personnel must meet in each certification and endorsement area to be eligible for certification or to receive subject area endorsements. Teacher preparation programs must be in alignment with these certifications standards to be considered for approval or re-approval.

The standards are reviewed and updated based on a five (5) year cycle, where 20% of the standards are reviewed each year. Standards may be identified for review in advance of the five (5) year cycle, however, all standards must be reviewed every five (5) years. Subject area certification standards must be in alignment with their corresponding subject area content standards incorporated by reference into IDAPA 08.02.03, where applicable. Reviews of career technical education (CTE) educator standards will be facilitated by the Division of Career Technical Education. The Professional Standards Commission (PSC) is responsible for reviewing and making recommendations to the Board on amendments or additions to non-CTE educator standards. The PSC will report annually to the Office of the State Board of Education the standards reviewed during the previous year and if that review resulted in recommendations for amendments or if no amendments were recommended during the review cycle.

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2. Instructional Staff Certificate Endorsements
Individuals holding an instructional certificate or occupational specialist certificate must have one or more endorsements attached to their certificate. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Occupational specialist certificate endorsements are listed in Board Policy IV.E. Division of Career Technical Education. To be eligible for each type of endorsement, either the following credit requirement must be met or the individual must have qualified to add the endorsement through one of the routes for Alternative Authorization for new endorsements established in IDAPA 08.02.02.021. Credits used for determining eligibility in one endorsement area may also be used to meet the requirements for a corresponding endorsement area where the requirements overlap.

a. All Subjects (K-8). Thirty (30) semester credit hours to include coursework in discipline-specific methods of teaching elementary subject areas, cognitive processes, learner development, learning differences, literacy and language development, K-8 subject content, classroom management and behavioral supports, instructional strategies and interventions, and formative and summative assessments.

b. American Government /Political Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in American government, six (6) semester credit hours in U.S. history survey, and three (3) semester credit hours in comparative government. Course work may include three (3) semester credit hours in world history survey. Remaining coursework must be in political science.

c. Anthropology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of anthropology. Coursework may include six (6) semester credit hours in sociology.

d. Bilingual Education (K-12). Twenty (20) semester credit hours to include coursework in bilingual education methods; upper division coursework in one (1) modern language other than English, including writing and literature; cultural diversity; 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 biliteracy. To obtain this endorsement, the candidate must score an advanced low or higher (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.

e. Biological Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, molecular and organismal biology, heredity, ecology, and biological adaptation.

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f. Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3). Thirty (30) semester credit hours to include coursework in methods of teaching early childhood and special education, child development and learning, curriculum development and implementation, family and community relationships, assessment and evaluation, central concepts of birth - grade 3 subjects, professionalism, and 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.

g. Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6). Twenty (20) semester credit hours to include coursework in methods of teaching elementary and special education, central concepts of grade 4 - grade 6 subjects, assessment, and clinical experiences in grades four (4) through six (6). This endorsement may only be used in conjunction with the Blended Early Childhood/Early Childhood Special Education (Birth – Grade 3) endorsement and cannot be used in a middle school setting.

h. Blind and Low Vision (Pre-K-12) Thirty (30) semester credit hours to include coursework in methods of teaching the blind and visually impaired, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, special education law, family and community relationships, and accommodations and modifications for the blind and visually impaired.

i. Chemistry (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and inorganic and organic chemistry.

j. Communication (5-9 or 6-12). Complete one (1) of the following options:

   i. Twenty (20) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, group communication, nonverbal communication, public speaking, journalism/mass communication, and social media; or
   ii. Complete an endorsement in English and complete (12) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, and public speaking.

k. Computer Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching computer science; data representation and abstraction; design, development, and testing algorithms; software development

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processes; digital devices, systems, and networks; and the role of computer science and its global impact.

l. Deaf/Hard of Hearing (Pre-K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the deaf/hard of hearing, bimodal communication, sign language acquisition and learning, literacy development, hearing technology, spoken language development, students with disabilities, assessments, designing and monitoring individualized education programs, and special education law.

m. Early Childhood Special Education (Pre-K-3). Twenty (20) semester credit hours to include coursework in methods of teaching early childhood; 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; planning, implementing, and evaluating environments and materials for young children ages three to eight (3-8); identifying and working with atypical young children ages three to eight (3-8); designing and monitoring individualized education programs; special education law; and parent-teacher relations. This endorsement may only be added to the Exceptional Child Education (K-8 or K-12) endorsement.

n. Early Literacy (K-3). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; the body of knowledge regarding the science of reading; the cognitive process of learning to read and write; phonological and phonemic awareness; oral language development; phonics, vocabulary, fluency, and comprehension; diagnostic literacy assessments and analysis leading to the development and implementation of individual reading improvement plans; data analysis related to early recognition of literacy difficulties including characteristics of dyslexia; data driven instruction and intervention; language acquisition and development; stages of reading and writing development; early elementary reading and writing resources including children's literacy advocacy strategies for meeting the needs of struggling readers and writers; and the Idaho Comprehensive Literacy Plan.

o. Earth and Space Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, earth science, astronomy, and geology.

p. Economics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, three (3) semester credit hours in microeconomics, three (3) semester credit hours in macroeconomics, and six (6) semester credit hours in personal finance/consumer economics. Remaining course work must be in business, economics, or finance.

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q. Engineering (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching engineering and in areas of engineering.

r. English (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary English language arts methods, grammar, American literature, British literature, multicultural/world literature, young adult literature, literary theory, and advanced composition.

s. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, a modern language other than English, cultural diversity, linguistics, second language acquisition theory and practice, foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, and identification and assessment of English learners.

t. Exceptional Child Education (K-8, 6-12, or K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the exceptional child, learner development and individual learning differences, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, individual behavioral supports, instructional strategies and interventions, special education law, family and community relationships, and accommodations and modifications.

u. Geography (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, cultural geography, and physical geography, and a maximum of six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in economics. Remaining coursework must be in geography.

v. Geology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of geology.

w. Gifted and Talented Education (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching gifted and talented learners, assessment and identification of gifted and talented learners, differentiated instruction, creative and critical thinking, social and emotional needs of gifted and talented learners, program design, curriculum, and instruction.

x. Health (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching health; planning, organization, and administration of a school health program; health, wellness, and behavior change; mental/emotional health; nutrition; human sexuality; and health risk behaviors.

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Remaining semester credits must be in health-related coursework. To obtain a Health (K-12) endorsement, applicants must complete coursework in elementary health methods.

y. History (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in U.S. history survey, and six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in American government. Remaining coursework must be in history.

z. Humanities (5-9 or 6-12). Complete an endorsement in English, history, music, theatre arts, visual arts, or world language; and complete twenty (20) semester credit hours as follows:

  i.   English endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, music, philosophy, theatre arts, visual arts, and world language.

  ii.   History endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, humanities survey, literature, music, philosophy, theatre arts, visual arts, and world language.

  iii. Music endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, philosophy, theatre arts, visual arts, and world language.

  iv.   Theatre arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, visual arts, and world language.

  v.   Visual arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and world language.

  vi.   World language endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and visual arts.

aa. Journalism (5-9 or 6-12). Complete one (1) of the following options:

  i.   Twenty (20) semester credit hours in the area of journalism to include coursework in methods of teaching communication arts and six (6)

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semester credit hours in communication arts.

    ii.   Complete an English endorsement and twelve (12) semester credit hours to include coursework in methods of teaching communication arts and in the area of journalism.

bb. Literacy (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; foundations of literacy including reading, writing, listening, speaking, viewing, and language; language acquisition and development; diversity of literacy learners; literacy in the content area; literature for youth; diagnostic reading and writing; literacy assessments; data analysis and identification of characteristics of literacy difficulties including dyslexia; data driven instruction; instructional interventions; and the Idaho Comprehensive Literacy Plan.

cc. Mathematics (6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and probabilistic reasoning, and the first two (2) courses in a standard calculus sequence.

dd. Mathematics - Middle Level (5-9). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, algebraic thinking, functional reasoning, Euclidean and transformational geometry, and statistical modeling and probabilistic reasoning. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credit hours of mathematics content.

ee. Music (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching music, theory and harmony, aural skills, music history, conducting, applied music, and piano proficiency (class piano or applied piano). To obtain a Music (K-12) endorsement, applicants must complete elementary music methods coursework.

ff. Natural Science (~~5-9 or~~ 6-12). Complete one (1) of the following options:

    i.   Complete an endorsement in one of the following: biological science, chemistry, Earth science, geology, or physics; and complete a total of twenty-four (24) semester credit hours as follows:
        1) Biological science endorsement. Eight (8) semester credit hours in each of the following: chemistry, physics, and Earth science or geology.
        2) Chemistry endorsement. Eight (8) semester credit hours in each of the following: biology, physics, and Earth science or geology.
        3) Earth science or geology endorsement. Eight (8) semester credit hours

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in each of the following: biology, chemistry, and physics.

4) Physics endorsement. Eight (8) semester credit hours in each of the following areas: biology, chemistry, and Earth science or geology.

ii.   Complete an endorsement in Agriculture Science and Technology, and complete twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and six (6) semester credit hours in each of the following: biology, chemistry, physics, and Earth science or geology.

gg. Online Teacher (K-12). Twenty (20) semester credit hours to include coursework in methods of online teaching; assistive technology; learning management systems and content management systems; synchronous, asynchronous, and blended learning environments; and instructional strategies for the online environment. Candidates must complete an eight (8)-week online clinical practice in a K-12 setting or complete one (1) year of verifiable, successful experience as a teacher delivering online instruction in a K-12 setting within the past three (3) years.

hh. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching PE; sports, skillful movement, physical activity, and outdoor skills; student evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current certification in cardiopulmonary resuscitation, automated external defibrillator use, and first aid. To obtain a PE K-12 endorsement, applicants must complete coursework in elementary PE methods.

ii.   Physical Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: chemistry and physics.

jj.   Physics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physics.

kk. Psychology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of psychology.

ll.   Science – Middle Level (5-9). Twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and eight (8) credits in each of the following: biology, earth science, and physical science.

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mm. Social Studies (6-12). Complete one of the following options:
    i.   A course in methods of teaching the social sciences and twelve (12) semester credit hours in each of the following: American government/political science, economics, geography, and history
    ii.   A course in methods of teaching the social sciences, fifteen (15) semester credit hours in each of the following: American government/political science and history, and nine (9) semester credit hours in each of the following: economics and geography.
    iii.   Complete an endorsement in American government/political science, economics, geography, or history and complete a total of thirty-six (36) semester credit hours as follows:

        1) American government/political science endorsement - twelve (12) semester credit hours in each of the following: economics, geography, and history.
        2) Economics endorsement – twelve (12) semester credit hours in each of the following: American government/political science, geography, and history.
        3) Geography endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and history.
        4) History endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and geography.

nn. Social Studies – Middle Level (5-9). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and at least five (5) semester credit hours in each of the following: geography, history, and American government/political science or economics.

oo. Sociology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of sociology. Coursework may include six (6) semester credit hours in anthropology.

pp. Teacher Leader. Teacher leaders hold a standard instructional certificate or a degree-based career technical certificate and provide technical assistance to teachers and other staff with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve educational outcomes for students. Individuals who hold this endorsement facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.

    i.   Teacher Leader – Instructional Specialist

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1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include clinical supervision, instructional leadership, and advanced pedagogical knowledge, and demonstrated competencies in the following areas: providing feedback on instructional episodes, engaging in reflective dialogue centered on classroom instructional management and/or experience, focused goal-setting and facilitation of individual and collective personal growth, understanding the observation cycle, and knowledge and expertise in data management platforms.
3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

ii.   Teacher Leader – Instructional Technology
1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include technology integration and assessments, online education infrastructure and execution, instructional technology theory and foundations pedagogy, systems and performance evaluation, and applied project experiences.
3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

iii. Teacher Leader – Literacy
1) Hold a literacy endorsement or meet the requirements of a literacy endorsement, and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include foundational literacy concepts; fluency, vocabulary development, and comprehension; literacy assessment concepts; and writing process; all of which are 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

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responsive pedagogy for diverse learners.

3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

iv.   Teacher Leader – Mathematics

1) Hold a mathematics (6-12) or (5-9) endorsement and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.

2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include number and operation, geometry, algebraic reasoning, measurement and data analysis, and statistics and probability, all of which are centered on the following emphases: structural components of mathematics; modeling, justification, proof, and generalization; and specialized mathematical knowledge for teaching.

3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

v.   Teacher Leader – Special Education

1) Hold an Exceptional Child Education endorsement or Blended Early Childhood Education/Early Childhood Special Education endorsement and complete three (3) years of full-time certificated teaching experience, at least two (2) years of which must be in a special education classroom setting, while under contract in an accredited school setting.

2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include 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; 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.

3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 13, 2023   **ATTACHMENT 1**
Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES
Subsection: D. Educator Preparation, Certification, and Standards   ~~June 2023~~December 2023

qq. Teacher Librarian (K-12). Twenty (20) semester credit hours to include coursework in collection development and materials selection, literature for children and/or young adults, organization of information to include cataloging and classification, school library administration and management, library information technologies, information literacy, and reference and information service.

rr. Theatre Arts (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching theatre arts, acting and directing, and six (6) semester credits in technical theatre/stagecraft.

ss. Visual Arts (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching secondary arts, 2-dimensional and 3-dimensional studio areas, six (6) semester credit hours in foundation art and design, and three (3) credits in art history. To obtain a Visual Arts (K-12) endorsement, applicants must complete elementary arts methods coursework.

tt. World Language (5-9, 6-12 or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, twelve (12) intermediate or higher credits in a specific world language, and coursework in two (2) or more of the following areas: grammar, conversation, composition, culture, or literature. To obtain an endorsement in a specific world language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific world language, applicants must complete the following:

   i.   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
   ii. A qualifying score on a state board approved specific world language content assessment, or if a specific world language content assessment is not available, a qualifying score on a state board approved world language pedagogy assessment.

IDAHO STEM ACTION CENTER

SUBJECT
Request for Approval of Updated Standards for STEM School Designation

REFERENCE

April 2018	Board approved an initial set of 11 STEM School Designation standards
December 2018	Board received an update from the STEM Action Center on the process for identifying schools for STEM School Designation and a general update on the activities of the STEM Action Center.
January 2019	Board designated the first four Idaho STEM Schools: Barbara Morgan STEM Academy, Galileo STEM Academy, Temple View Elementary, and Bingham Academy.
February 2020	Board approved North Idaho STEM Charter Academy and Southside Elementary as Designated STEM Schools.
August 2020	Board approved updated list of 16 STEM School Designation standards.
February 2022	Board approved Basin Elementary as a Designated STEM School
February 2023	Board approved 5 additional Designated STEM Schools: Project Impact STEM Academy, Columbia HS, Ernest Hemmingway STEAM School, JR Simplot Elementary, and Fernan STEM Academy

APPLICABLE STATUTE, RULE, OR POLICY
Idaho Code § 33-4701

BACKGROUND/DISCUSSION
Idaho Code § 33-4701 was enacted by the Legislature in 2017 establishing a STEM school designation that may be earned by schools and programs that meet specific standards approved by the State Board of Education (Board). Pursuant this statute, the Board is charged with awarding STEM school and STEM program designations annually to those public schools and public school programs that meet the standards established by the Board in collaboration with the STEM Action Center (STEM AC).

At the April 2018 Regular Board meeting, the Board approved a set of 11 STEM School Designation Standards. These standards—which were recommended by a working group of Idaho stakeholders—aligned with the STEM Certification Standards used by Cognia (then AdvancED). This allowed schools to utilize Cognia's STEM Certification review process to demonstrate that they had satisfied

the statutory requirements sufficiently to be recommended by the STEM AC for approval as a Designated STEM School.

In August 2020, the Board approved an update to Idaho's STEM School Designation Standards that brought the total number of standards to 16. This change was made to mirror shifts in the framework that Cognia used in their STEM Certification reviews, allowing Idaho schools to continue utilizing that review process to demonstrate that they had met the Idaho's STEM School Designation standards.

The framework used in Cognia's STEM Certification reviews changed once again in 2022, moving from 16 standards to 10 standards. Although it was originally the intent of the STEM AC (and its advisory board) to request approval of a similar amendment to the Idaho STEM School Designation standards in order to maintain alignment, the amended standards were never brought to the Board for action. This left the 16 standards aligned with Cognia's previous framework as our current Idaho STEM School Designation standards (see Attachment 2).

Since the current Board-approved STEM School Designation Standards are out-of-date and require action, the STEM AC saw reason to revisit their alignment with the legislative requirements. The Professional Learning Community (PLC) of Idaho STEM designated schools has expressed concern that Cognia's most up-to-date STEM standards have gaps in alignment with the requirements for STEM Designation laid out in Idaho Code. Additionally, they conveyed that the frequent revisions of Cognia's STEM Certification framework (and subsequent amendments of the Board-approved standards) make it difficult to have a consistent target to aim for when developing their programs. As such, since Fall 2022, the STEM AC has collaborated with administrators from the STEM School PLC to develop a new set of Idaho-specific STEM Designation Standards that are explicitly aligned to the expectations laid out in Idaho Code § 33-4701. These standards can be found in Attachment 1.

Approving these Idaho-developed standards will ensure greater statutory alignment than would be had from updating them solely to reflect the current Cognia STEM Certification framework (see Attachment 3 for a crosswalk with the requirements for STEM designation review found in Idaho Code). Alignment with Idaho Code and a consistent target for schools striving to achieve designation are of paramount importance. Thus, the STEM AC and its board have recommended the proposed standards for final Board approval.

IMPACT

If the Board approves the revised Idaho Standards for STEM School Designation, the STEM Action Center will begin evaluating schools for this designation using the updated standards and will require any external reviewers to demonstrate full alignment to the updated standards when making recommendations.

If the Board does not approve the proposed revisions, the existing standards will remain in place. This will leave Idaho schools without a review process for STEM designation that is fully aligned to the current standards.

ATTACHMENTS

Attachment 1 – Proposed Idaho STEM School Designation Standards
Attachment 2 – Existing Idaho STEM School Designation Standards
Attachment 3 – Statutory Requirements vs. Updated Cognia STEM Standards & Proposed Idaho STEM Designation Standards

BOARD STAFF COMMENTS AND RECOMMENDATIONS

STEM AC staff has worked collaboratively with stakeholders to conduct a thorough review of the standards and has sought to develop a cost-saving plan for achieving STEM school designation for Idaho schools.   The STEM AC advisory board reviewed the updated standards and the implementation plan and voted to bring this forward to the Board for approval.

Staff recommends approval

BOARD ACTION

I move to approve the revised Idaho Standards for STEM School Designation as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho Standards for STEM School Designation

An Idaho STEM designated program or school will demonstrate clear and convincing evidence of meeting the following standards in a consistent and systematic manner:

1) **STEM Learning:** Learners actively engage with STEM instruction and curricular resources that focus on problem-solving, collaborative project-based learning, and the engineering design process.

2) **STEM Instruction:** Staff members strategically integrate evidence-based STEM practices into all disciplines, fostering cross-curricular connections and enhancing the overall educational experience for learners.

3) **Professional Development:** Staff members and leaders engage in relevant professional learning opportunities that are designed to enhance their skills and knowledge in STEM education.

4) **Community Engagement:** Staff members and leaders regularly engage families and community partners to foster a thriving STEM environment.

5) **Assessment:** Learners primarily showcase their understanding through performance-based assessments that emphasize practical application and/or real-world relevance, and are given regular opportunities to engage in reflective self-assessment.

6) **College & Career Readiness:** Learners engage in college and career exposure, exploration, and advising opportunities that build durable skills in preparation for subsequent opportunities.

7) **Technology & Resources:** Staff members and leaders integrate technology and physical resources to support and enhance STEM instruction.

8) **Knowledge Exchange:** In partnership with the broader STEM community and the Idaho STEM Action Center, staff members and leaders share knowledge of best-practices and provide innovative professional development.

9) **Fairness & Access:** Staff members and leaders support all learners, including nontraditional and historically underserved student populations in STEM program areas.

STEM K-12 STEM Designation Standards

STEM Community

Standard 1 - School/program provides equitable opportunities for students to engage in high quality STEM learning.

Standard 2 - STEM educators collaborate to develop, implement, and improve high quality STEM learning activities.

Standard 3 - School/program engages diverse STEM community in order to support and sustain STEM programs and initiatives.

Standard 4 - School/program has established a shared vision for STEM and has leadership structures to support effective implementation.

STEM Learning Culture

Standard 5 - Leaders ensure that all stakeholders have ongoing opportunities to access information and learn about STEM implementation.

Standard 6 - Educators and leaders participate in an ongoing system of STEM-specific professional learning.

Standard 7 - Students engage collaboratively in authentic inquiry during ongoing units of study.

Standard 8 - Students engage in self-directed STEM learning guided by educators who are effective facilitators of learning.

STEM Experiences

Standard 9 - School/program provides within-school and extra-curricular opportunities for students to extend STEM learning.

Standard 10 - Students demonstrate their learning through performance-based assessments and have opportunities to develop self-assessment and self-monitoring skills.

Standard 11 - STEM learning experiences integrate all STEM disciplines with an emphasis on processes and practices associated with STEM.

Standard 12 - School/program provides high quality STEM courses and curriculum aligned to recognized standards and organized into interdisciplinary frameworks.

STEM Outcomes

Standard 13 - Students demonstrate STEM content knowledge representative of STEM literacy outcomes that prepare them for the next level of learning and work.

Standard 14 - Students develop STEM skills and cross-cutting competencies that support workforce readiness.

Standard 15 - School/program engages in a continuous improvement process for STEM.

Standard 16 - School/program conducts evaluative activities to ensure the effectiveness of STEM implementation.

Statutory Requirements vs.
Updated Cognia STEM Standards & Proposed Idaho STEM Designation Standards

Designation Review Requirements from Idaho Code § 33-4701 *[3.b states "Apply to the STEM action center for a STEM school designation review to include evaluation of the following:"]*	Alignment with Updated Cognia STEM School Designation Standards	Alignment with Proposed Idaho STEM School Designation Standards
(3.b.i) STEM instruction and curriculum focused on problem-solving, student involvement in team-driven project-based learning, and engineering design process	Standard 1 – Learners engage in STEM learning experiences that integrate all STEM disciplines with an emphasis on processes and practices associated with STEM. Standard 6 – Learners engage collaboratively in authentic inquiry during ongoing units of study. Standard 7 – Learners engage in self-directed STEM learning guided by professional staff members who are effective facilitators of learning.	1) **STEM Learning:** Learners actively engage with STEM instruction and curricular resources that focus on problem-solving, collaborative project-based learning, and the engineering design process.
(3.b.ii) College and career exposure, exploration and advising	Standard 10 – Learners demonstrate STEM literacy outcomes that prepare them for the next level of learning and work.	6) **College & Career Readiness:** Learners engage in college and career exposure, exploration, and advising opportunities that build durable skills in preparation for subsequent opportunities.
(3.b.iii) Relevant professional learning opportunities for staff	Standard 3 – Professional staff members and leaders participate in an ongoing system of STEM-specific professional learning.	3) **Professional Development:** Staff members and leaders engage in relevant professional learning opportunities that are designed to enhance their skills and knowledge in STEM education.

(3.b.iv) Community and family involvement	Standard 4 *(Partial)* – Leaders engage a diverse network of community partners and stakeholders in order to support and sustain STEM programs and initiatives. ***(Cognia standard's criteria does not address the family involvement requirement from Idaho Code).*** Standard 5 – Leaders ensure that all stakeholders have ongoing opportunities to access information and learn about STEM implementation.	4) **Community Engagement:** Staff members and leaders regularly engage families and community partners to foster a thriving STEM environment.
(3.b.v) Integration of technology and physical resources to support STEM instruction	**No Cognia standard that directly addresses this requirement from Idaho Code.**	7) **Technology & Resources:** Staff members and leaders integrate technology and physical resources to support and enhance STEM instruction.
(3.b.vi) Collaboration with institutions of higher education and industry	Standard 4 – Leaders engage a diverse network of community partners and stakeholders in order to support and sustain STEM programs and initiatives.	4) **Community Engagement** *(Partial)***:** Staff members and leaders regularly engage families and community partners to foster a thriving STEM environment. 8) **Knowledge Exchange** *(Partial)***:** In partnership with the broader STEM community and the Idaho STEM Action Center, staff members and leaders share knowledge of best-practices and provide innovative professional development.
(3.b.vii) Capacity to capture and share knowledge for best practices and innovative professional development with the STEM action center	**No Cognia standard that directly addresses this requirement from Idaho Code.**	8) **Knowledge Exchange:** In partnership with the broader STEM community and the Idaho STEM Action Center, staff members and leaders share knowledge of best-practices and provide innovative professional development.

(3.b.viii) Support of nontraditional and historically underserved student populations in STEM program areas.	**No Cognia standard that directly addresses this requirement from Idaho Code.**	9) **Fairness & Access:** Staff members and leaders support all learners, including nontraditional and historically underserved student populations in STEM program areas.
(3.c) Adopt a plan of STEM implementation that includes, but is not limited to, how the school and district integrate proven best practices into non-STEM courses and practices and how lessons learned are shared with other schools within the district and throughout the state.	Standard 2 – Professional staff members implement high quality STEM courses and curriculum aligned to recognized standards and organized into interdisciplinary frameworks. Standard 8 *(Partial)* – Learners benefit from a formal structure of within-school and extracurricular opportunities to extend STEM learning.	2) **STEM Instruction:** Staff members strategically integrate evidence-based STEM practices into all disciplines, fostering cross-curricular connections and enhancing the overall educational experience for learners. 8) **Knowledge Exchange:** In partnership with the broader STEM community and the Idaho STEM Action Center, staff members and leaders share knowledge of best-practices and provide innovative professional development.
No direct alignment from Idaho Code *However, these standards represent established best-practice in STEM education & assessment (which aligns with legislative intent)*	Standard 9 – Learners demonstrate their learning through performance-based assessments and have opportunities to develop self-assessment and self-monitoring skills.	5) **Assessment:** Learners primarily showcase their understanding through performance-based assessments that emphasize practical application and/or real-world relevance, and are given regular opportunities to engage in reflective self-assessment.
No direct alignment from Idaho Code	Standard 8 – Learners benefit from a formal structure of within-school *and extracurricular opportunities to extend STEM learning*. *Concern about explicitly tying STEM School Designation approval to out-of-school and summer opportunities (especially in rural or isolated districts with limited resources)*	N/A

SUBJECT
    Paraprofessional Academic Alternative Assessment

REFERENCE
August 23, 2023	The State Board of Education approved the ETS ParaPraxis exam (including the cut score) as a qualifying academic assessment.

APPLICABLE STATUTE, RULE, OR POLICY
    IDAPA 08.02.02.007.10

BACKGROUND/DISCUSSION
    A paraprofessional is a non-certificated individual who is employed by a school district or charter school to support educational programming. Paraprofessionals must work under the direct supervision of a properly certificated staff member for the areas they are providing support. Paraprofessionals cannot serve as the teacher of record and may not provide direct instruction to a student unless the paraprofessional is working under the direct supervision of a teacher.

    IDAPA 08.02.02.007.10 provides:

    a. To qualify as a paraprofessional the individual must have a high school diploma or general equivalency diploma (GED) and:
        i. Demonstrate through a state approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in; or
        ii. Have completed at least two (2) years of study at an accredited postsecondary educational institution; or
        iii. Obtained an associate degree or higher-level degree; demonstrate through a state approved academic assessment knowledge of, and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in.

    The Board has approved an assessment, the Educational Testing Service (ETS) ParaPraxis exam. However, an alternative assessment has been requested by several districts.

    Boise School District has developed an internal assessment and is requesting that the Board approve this assessment as an alternative to the ETS ParaPraxis exam.

IMPACT
    If the Board approves the Paraprofessional Alternative Academic Assessment and cut score listed in Attachment 1, there would be a second State Board-

approved paraprofessional assessment that an individual could take to qualify as a paraprofessional. This assessment would be available for use by any local education agency.

ATTACHMENTS
> Attachment 1 – Paraprofessional Alternative Assessment and Cut
> Score

STAFF COMMENTS AND RECOMMENDATIONS
> School districts have communicated the need for an alternative assessment over the past few months. This includes phone calls and emails received by Board staff as well as a resolution proposed to the Idaho School Boards Association, requesting that legislation be run to allow alternative assessments to be determined at the district level. On November 17, 2023, ISBA members voted to move forward with proposing legislation. If the Board approves this request, the need for related legislation would likely be mitigated.

> The proposed assessment request was also reviewed by the Professional Standards Commission on December 7, 2023.

> The proposed alternative assessment is thorough and well supported. Board staff recommends approval.

BOARD ACTION
> I move to approve the Paraprofessional Alternative Academic Assessment and cut score to be used as a State Board approved Academic Assessment for qualifying paraprofessionals, as submitted in Attachment 1.
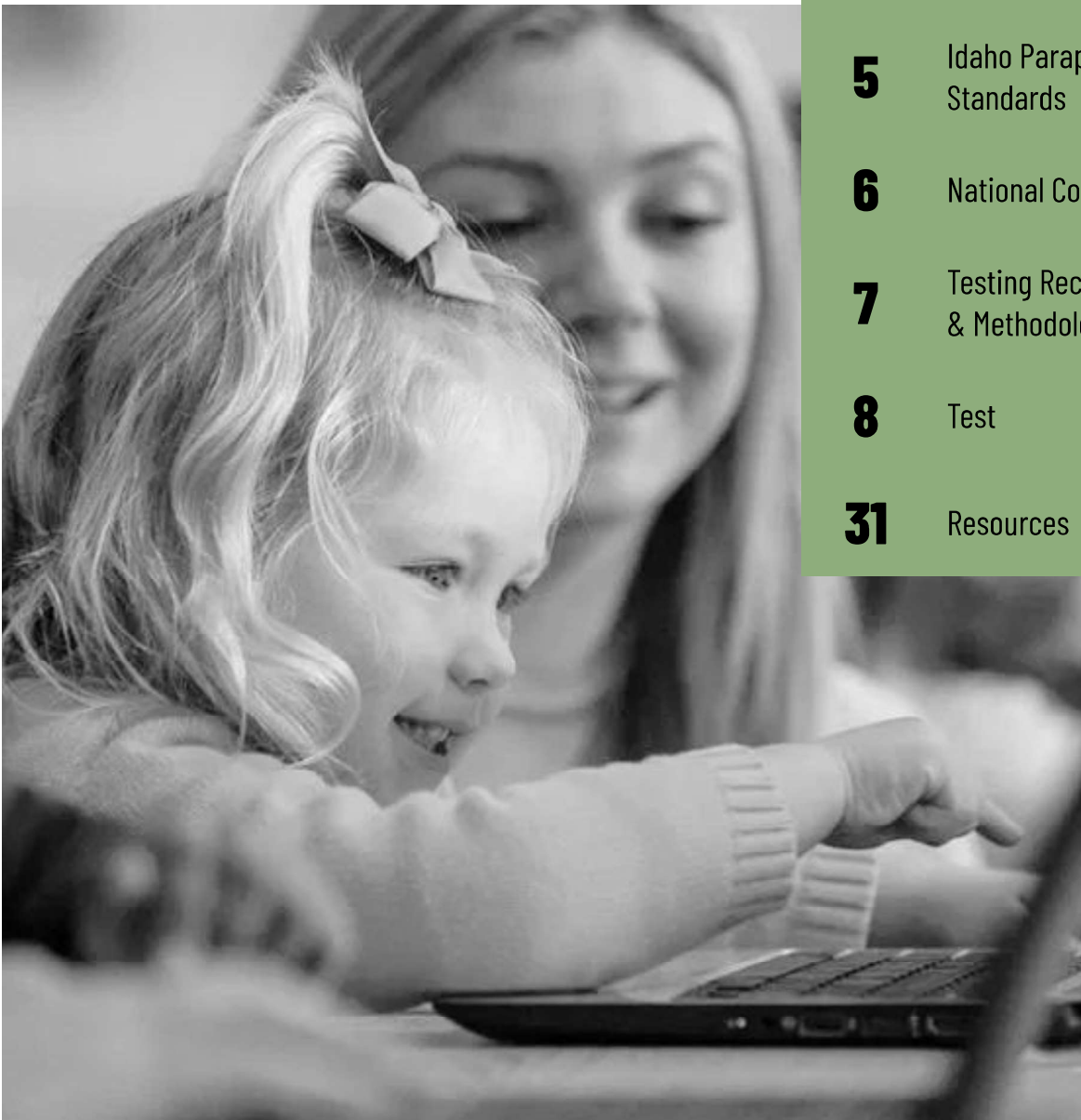

> Moved by _____ Seconded by _____Carried Yes_____No_____
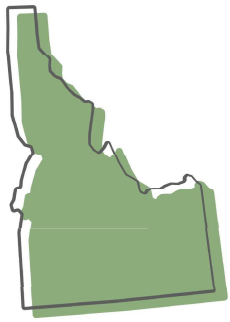
IDAHO
Paraprofessional
TESTING
# ALTERNATIVE

IN THIS
DOCUMENT

INTRODUCTION
THE WHY

Paraprofessionals provide vital support for students and school communities, especially in crucial areas such as special education and student services. Unfortunately, it has become increasingly difficult to recruit strong candidates to fill these essential positions. One major barrier has become the academic assessment process, which is unnecessarily cumbersome for both the prospective employee as well as the employer.

Every day that a school has an unfilled paraprofessional vacancy, it is detrimental for students. Within the current assessment practices, applicants who are already vetted through district application processes, references, and interviews, are still subjected to rigid, proprietary testing timelines and constraints as they must study and schedule to take a proctored test from a licensed testing provider. These strict stipulations can cause difficult hurdles that can discourage potential candidates and complicate the hiring process.

The goal for this alternative assessment is to provide a straightforward option to assess academic qualifications to support students. The test was specifically designed to address the Idaho Paraprofessional Requirements and Standards. Not only do questions assess knowledge of reading, writing, and mathematics instruction, but there are opportunities to demonstrate relevant application. Sections organized based on Idaho standards provide research-based best practices and specific contexts related to paraprofessional duties so that candidates can showcase their ability to comprehend and apply relevant strategies.

Our nation's education system relies on the dedicated support of paraprofessionals. School districts must be more efficient and deliberate about assessment and hiring practices so they can provide crucial support for our students.
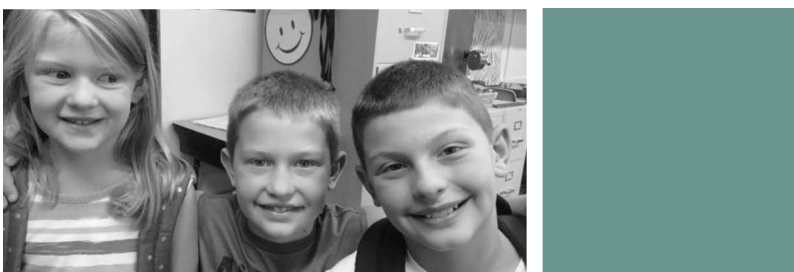
REQUIREMENTS

The proposed assessment outlined in this document is simultaneously designed to meet the state *and* federal requirements for paraprofessionals.

FEDERAL

The language of the non-regulatory guidance document for Title 1 Paraprofessional Requirements specifically allows for a formal local academic assessment as long as it includes sections that assess a test-taker's ability to assist in instruction, reading, writing, and mathematics, as required by the U.S. Department of Education.
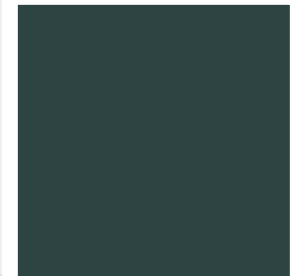
STATE

The language in Idaho Code 08.02.02.007.10 specifies that a state-approved academic assessment may be used to endorse potential paraprofessionals as highly qualified. This proposed assessment, designed from the framework of the Idaho Paraprofessional Standards, offers a localized approach to this endorsement while also taking the opportunity to educate test-takers on paraprofessional duties and expectations. The test includes necessary content to assess a candidate's ability to assist in instruction or prepare students to be instructed as indicated in Idaho code.
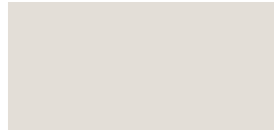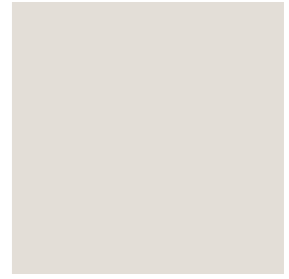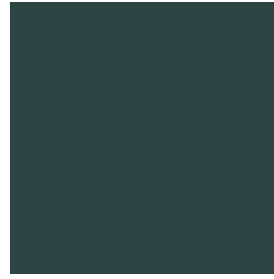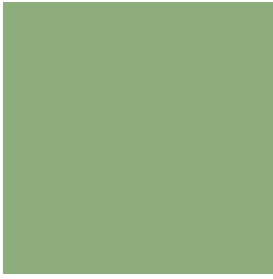
IDAHO STANDARDS

1. The paraprofessional has a basic knowledge of the subject areas being taught; the paraprofessional supports the teacher/provider in creating meaningful learning experiences.

2. The paraprofessional has a basic knowledge of how students learn and develop, which supports students' intellectual, social, and emotional development.

3. The paraprofessional is knowledgeable regarding how students differ in their approaches to learning, and are able to adapt to students' diverse needs.

4. The paraprofessional utilizes a variety of instructional strategies to assist the teacher/provider in meeting students' needs.

5. The paraprofessional understands the importance of and assists in creating a positive educational environment.

6. The paraprofessional uses various communication techniques to effectively meet students' needs.

7. The paraprofessional delivers teacher/provider designed instructional plans effectively based upon knowledge of the students, subject areas, community, and curriculum goals.

8. The paraprofessional supports the teacher/provider in observing and collecting data related to the student.

9. The paraprofessional engages in meaningful professional development on a regular basis.

10. The paraprofessional interacts in a professional manner with colleagues, parents, and other members of the community.

NATIONAL
COMPARISON

Individual states have different ways to satisfy federal requirements for Title 1 paraprofessionals who do not already meet the coursework requirement. Some states use one of the following options, while others allow for multiple options.

1. At least twelve states allow individual Local Education Agencies to develop their own assessments or requirements.

2. Four states have their own exam specifically for paraprofessionals.

3. Ten states use the ACT WorkKeys exam and eleven states use the Master Teacher ParaEducator online training and testing platform as alternatives to the Praxis ParaPro exam.

4. Nine states use a combination of other exams, portfolios, prior work experience, or apprenticeship programs.

5. For states that *exclusively* use the Praxis ParaPro exam, ten out of eleven have a passing score lower than Idaho's required score of 160.

TESTING RECOMMENDATIONS

- Recommended Passing Score: 75% or better
- Examination Options:
  - Paper and pencil
    - Benefits: no technology requirements
  - Google Form Version
    - Benefits: assessment is automatically graded, scores are saved
- Administering the Assessment:
  - This assessment was designed to be given by individual school districts in a space that they deem appropriate. Our recommendations include:
    - a quiet environment free from distractions
    - scratch paper and pencil is provided
    - scratch paper is collected at the end of the testing session
    - Chrome lockdown capabilities for Google Form Version are used
    - no cell phones, calculators or additional materials that may assist with answering or recording questions are allowed
    - no formal time limit - approximate time to complete is 60-90 minutes

METHODOLOGY

Considerations for the creation of the assessment included:

- researching state and federal requirements for paraprofessionals
- unpacking the Idaho Paraprofessional Standards and formatting the test to represent each local standard
- setting content targets to be consistent with the Praxis ParaPro Assessment
  - each individual question denotes the intended learning target(s)
  - no questions were taken verbatim from other tests
- writing of test questions completed by a team of elementary and secondary certified educators with relevant endorsements in each assessment area
- beta-testing with preliminary exams administered to non-certified classified staff and certified staff
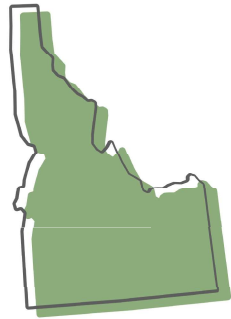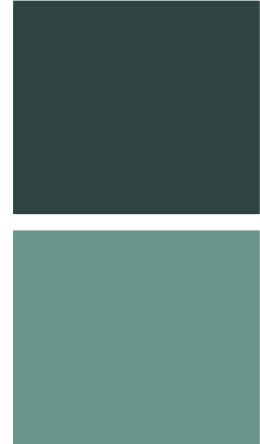
IDAHO
Paraprofessional
ASSESSMENT

The following assessment is based on the Idaho Paraprofessional Standards and has been designed so the test-taker has the opportunity to demonstrate knowledge and ability to assist in instructing or preparing students to be instructed as outlined in Idaho Code 08.02.02.007.10.

The assessment is organized by standard. Each standard has one corresponding section, except for standard one, which has 3 sections - to accommodate reading, writing, and mathematics. You may answer the questions in any order you wish.

Some sections have specific requirements. Please read the directions carefully.

Mark your answers with a dark mark that clearly indicates the answer you have selected. Give only one answer for each question. Light or partial marks or incomplete erasures may be scored as incorrect.

There is no time limit for this assessment. Each question is required and should be answered. A passing score on this assessment is at least 75% correct. The correct answers will not be disclosed to you in the end in order to ensure a fair reassessment if so performed in the future.

If you are in need of a break during the assessment, please notify the proctor. You may not access cell phones or the internet during a break.

First Name		**Score**
Last Name		
Signature		correct: _____ /100
Date		errors: _____ /100
Proctor		Passing score: 75% correct

STANDARD 1
READING

Idaho Paraprofessional Standard 1: The paraprofessional has a basic knowledge of the subject areas being taught; the paraprofessional supports the teacher/provider in creating meaningful learning experiences.

Reading Skills and Knowledge
- *Identify the main idea or primary purpose*
- *Identify supporting ideas*
- *Identify how a reading selection is organized*
- *Determine the meanings of words or phrases in context*
- *Draw inferences or implications from directly stated content*
- *Determine whether information is presented as fact or opinion*
- *Interpret information from tables, diagrams, charts, and graphs*
- *Sound out words (e.g., recognize long and short vowels)*
- *Break down words into parts (e.g., recognize syllables, root words, prefixes, suffixes)*
- *Decode words or phrases using context clues*
- *Distinguish between synonyms, antonyms, and homonyms*
- *Alphabetize words*

Application of Reading Skills and Knowledge
- *Help students use pre-reading strategies, such as skimming or making predictions*
- *Ask questions about a reading selection to help students understand the selection*
- *Make accurate observations about students' ability to understand and interpret text*
- *Interpret written directions*

DIRECTIONS: Read the passage carefully. Answer each question based on the passage.

<u>Salmon Cannon</u>

1   Imagine the relentless struggle of native fish, blocked by an unexpected threat: the very dams meant to control waterways. In the 19th and 20th centuries, there were many dams built in the U.S that have unintentionally blocked the migratory paths of native fish species. Many of these species migrate up the rivers to spawn during their lifespan. The trouble is that there are 85,000 dams, and therefore, many species struggle to go home and have fallen onto the endangered species list.

2   When scientists realized that fish migratory patterns were being disrupted, they began to test various remedies. One solution was to build "fish ladders" into dams. The ladders are a series of stepped pools designed to allow the fish to flop their way over dams to their spawning grounds. The other response was to trap the fish and haul them upstream via barges, trucks, or sometimes helicopters. A new recommendation that scientists hope will solve the fish migration problem is a contraption called the Salmon Cannon.

3   For the Salmon Cannon to work, CNN reports that the fish are placed in a tube where pressure pushes them along a chute that can adjust to their size. They travel about 22 miles per hour and get misted by water the entire way. Ideally, the fish don't have to be fed through the cannon by human hand. Instead, the entrance to the tube is camouflaged as a habitat attractive to the fish so they will enter the system themselves. When running at full capacity, the machine can fling, or shoot, 50,000 fish upstream every day.

4   "The results of our studies have shown that the system may potentially resolve the migration puzzle," the creator says. The Salmon Cannon, originally designed to transport fresh fruit in orchards, is still being evaluated by government agencies and conservation groups but so far appears to be a good solution.

Questions 1-5 are based on the passage *Salmon Cannon.*

1. Which sentence from the article best represents the main idea?
Identify the main idea or primary purpose

- ○ **A.** Imagine the relentless struggle of native fish, blocked by an unexpected threat: the very dams meant to control waterways.

- ○ **B.** A new recommendation that scientists hope will solve the fish migration problem is a contraption called the Salmon Cannon.

- ○ **C.** When running at full capacity, the machine can fling 50,000 fish upstream every day.

- ○ **D.** "The results of our studies have shown that the system may potentially resolve the migration puzzle," the creator says.

2. Which paragraph has supporting details about the ways that the scientists have tried to solve the fish migration problem?
Identify supporting ideas

- ○ **A.** paragraph 1
- ○ **B.** paragraph 2
- ○ **C.** paragraph 3
- ○ **D.** paragraph 4

3. How is the Salmon Cannon passage organized?
Identify how a reading selection is organized

- ○ **A.** Problem and Solution
- ○ **B.** Sequentially
- ○ **C.** Compare and Contrast
- ○ **D.** 5-paragraph essay

4. In paragraph 3, what evidence does NOT support the inference that the cannon is safe for fish.
Draw inferences or implications from directly stated content

- ○ **A.** The chute adjusts to the size of the fish.
- ○ **B.** The fish are shot in the air at 22 miles per hour.
- ○ **C.** The fish are misted by water.
- ○ **D.** The entrance is camouflaged as an attractive habitat and the fish will enter the system themselves.

5. Which of these statements are an opinion about the Salmon Cannon?
Determine whether information is presented as fact or opinion

- ○ **A.** The Salmon Cannon shoots fish at 22 mph.
- ○ **B.** The Salmon Cannon is a tube that transports a fish up stream.
- ○ **C.** The Salmon Cannon is the best way to fix the problem with fish migration.
- ○ **D.** The Salmon Cannon is one way that is being investigated to fix the problem with fish migration.

For questions 6-9, imagine you are a paraprofessional working with a student to read the passage *Salmon Cannon.*

6. The student you are working with doesn't understand what the word "fling" means in paragraph 3. What context clue could you point out in the passage to help them understand the meaning?
Determine the meanings of words or phrases in context
Decode words or phrases using context clues

- ○ **A.** "running"
- ○ **B.** "capacity"
- ○ **C.** "upstream"
- ○ **D.** "shoot"

7. The student still doesn't understand what the word "fling" means in paragraph 3. You decide to share an antonym as a way of further explaining what it means. Which of the following is the antonym of fling as used in the *Salmon Cannon* passage?
Distinguish between synonyms, antonyms, and homonyms

- ○ **A.** To throw or hurl something
- ○ **B.** propel
- ○ **C.** hold
- ○ **D.** a casual romantic relationship

8. Which question could you ask a student to best help them understand the pros of the Salmon Cannon?
Ask questions about a reading selection to help students understand the selection

- ○ **A.** Why might scientists think the Salmon Cannon is better than the other methods?
- ○ **B.** In which paragraph does the author describe how the Salmon Cannon works?
- ○ **C.** Why might people be worried about what the Salmon Cannon might do to the fish?
- ○ **D.** What are the effects of the fish migration problem?

9. Before reading the Salmon Cannon passage out loud, you ask the students to predict what a Salmon Cannon is. When would it make the most sense to STOP reading and ask the students to verify if their prediction was correct?
Help students use prereading strategies, such as skimming or making predictions

○   **A.** after reading paragraph 1

○   **B.** after reading paragraph 2

○   **C.** after reading paragraph 3

○   **D.** after reading paragraph 4

For questions 10-11, imagine you are a paraprofessional working with a student to interpret the graph below. You are using the graph to help the student understand the fish migration issues as presented in the passage *Salmon Cannon*.

DAILY COUNTS OF CHINOOK SALMON CROSSING BONNEVILLE DAM IN 2015
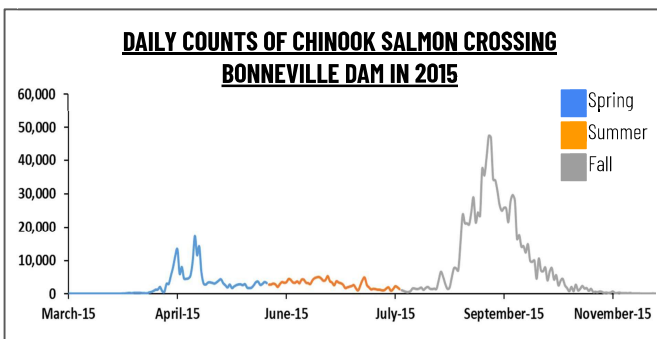
10. The student you are working with makes the following statement about the Chinook Salmon chart.

"The top of the line on the graph is before September 15th, so it must be in August because August is before September. Therefore, the most salmon must happen during summer, because August is in summer".

Which observation could you share with the classroom teacher about the student?

Make accurate observations about students' ability to understand and interpret text

○   **A.** The student understands the line is showing the months of the year, but doesn't understand how to connect the key with the seasons to the dates.

○   **B.** The student understands the line shows the amount of salmon, but doesn't understand how to read the exact number of salmon.

○   **C.** The student understands the dates are on the bottom of the chart, but doesn't understand the number of salmon is on the left.

○   **D.** The student understands how to read the number of salmon, but doesn't understand the seasons.

11. Based on the graph, in which timeframe would the Salmon Cannon need to be running the most to help resolve the salmon migration issue?
Interpret information from tables, diagrams, charts, and graphs

○   **A.** Spring - April to June

○   **B.** Summer - June to July

○   **C.** Fall - July to November

○   **D.** none of the above

Questions 12-19 measure general reading skills.

12. Which of the following words has a short vowel sound?
Sound out words (e.g., recognize long and short vowels)

○   **A.** these

○   **B.** cape

○   **C.** cube

○   **D.** map

13. Which of the following words has three syllables?
Break down words into parts (e.g., recognize syllables, root words, prefixes, suffixes)

○   **A.** energy

○   **B.** investigate

○   **C.** monster

○   **D.** collaborate

14. Which of the following words does not have a prefix?
Break down words into parts (e.g., recognize syllables, root words, prefixes, suffixes)

○   **A.** reheat

○   **B.** breakable

○   **C.** subdivide

○   **D.** discomfort

15. Which of the following words DOES NOT include a suffix that means "a person"?
Break down words into parts (e.g., recognize syllables, root words, prefixes, suffixes)

○   **A.** teach-er

○   **B.** employ-ee

○   **C.** joy-ous

○   **D.** flor-ist

16. Based on the related words below, what does the root "spect" likely mean?

   spectator, spectacles, inspector,
   introspection, spectacular, perspective

Break down words into parts (e.g., recognize syllables, root words, prefixes, suffixes)

○   **A.** intelligent

○   **B.** slice apart

○   **C.** judge

○   **D.** see or view

17. The classroom teacher asks you to alphabetize the records of the students in the class by last name. Which list is alphabetized correctly?
Alphabetize words

○   **A.** Ashley Anderson, Bailey Aaron, Clara Aikin, Daisy Axford

○   **B.** Bailey Aaron, Clara Aikin, Ashley Anderson, Daisy Axford

○   **C.** Clara Aikin, Bailey Aaron, Daisy Axford, Ashley Anderson

○   **D.** Daisy Axford, Clara Aikin, Bailey Aaron, Ashley Anderson

Question 18 measures the ability to follow written directions.

18. What type of storage would be used for barrels of hazardous waste weighing 350 pounds according to the written directions below?

The three types of storage are regular, warehouse, and special. Listed below are the rules for deciding which type of storage to use.

- Regular or warehouse storage should be used for items that do not need special handling.
- Special storage should be used for items that need special handling.
- Warehouse storage should be used for items weighing over 200 pounds.
- Regular storage should be used for items weighing less than 200 pounds.
- Special storage should always be used for storing hazardous materials.

Interpret written directions

○   **A.** Regular Storage

○   **B.** Warehouse Storage

○   **C.** Special Storage

○   **D.** none of the above

STANDARD 1
MATHEMATICS

Idaho Paraprofessional Standard 1: The paraprofessional has a basic knowledge of the subject areas being taught; the paraprofessional supports the teacher/provider in creating meaningful learning experiences.

Number Sense and Basic Algebra
- _Perform basic addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals_
- _Recognize multiplication as repeated addition and division as repeated subtraction_
- _Recognize and interpret mathematical symbols such as + <>≤≥_
- _Understand the definitions of basic terms such as sum, difference, product, quotient, numerator, and denominator_
- _Recognize the position of numbers in relation to each other (e.g., ⅓ is between ¼ and ½)_
- _Recognize equivalent forms of a number (e.g., 22 =4)_
- _Demonstrate knowledge of place value for whole numbers and decimal numbers_
- _Compute percentages_
- _Demonstrate knowledge of basic concepts of exponents_
- _Demonstrate knowledge of "order of operations" (parentheses, exponents, multiplication, division, addition, and subtraction)_
- _Use mental math to solve problems by estimation_
- _Solve word problems_
- _Solve one-step, single-variable linear equations (e.g., find x if x +4 = 2)_
- _Identify what comes next in a sequence of numbers_

Geometry and Measurement
- _Represent time and money in more than one way (e.g., 30 minutes = ½ hour; 10:15 = quarter after 10; $0.50 = 50 cents = half dollar)_
- _Convert between units or measures in the same system (e.g., inches to feet; centimeters to meters)_
- _Identify basic geometrical shapes (e.g., isosceles triangle, right triangle, polygon)_
- _Perform computations related to area, volume, and perimeter for basic shapes_
- _Graph data on an xy-coordinate plane_

Data Analysis
- _Interpret information from tables, charts, and graphs_
- _Given a table, chart, or graph with time-related data, interpret trends over time_
- _Create basic tables, charts, and graphs_
- _Compute the mean, median, and mode_

For questions 19-44 , no calculators are allowed. You may use scratch paper.

19.   3.4 + 14.6 = ☐

Perform basic addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals

- ○   **A.** 17.0
- ○   **B.** 17.2
- ○   **C.** 18.0
- ○   **D.** 48.6

20. Which of the following is equal to 4+4+4+4+4?

Recognize multiplication as repeated addition and division as repeated subtraction

- ○   **A.** 15 + 4
- ○   **B.** 5 x 4
- ○   **C.** 4 ÷ 5
- ○   **D.** 5 ÷ 4

21. Complete the inequality: ☐ ≤ −24

Recognize and interpret mathematical symbols such as + <>≤≥
Recognize the position of numbers in relation to each other

○ **A.** −21

○ **B.** −24

○ **C.** 0

○ **D.** 24

22. Given the following equation, what is the missing value?

$$\frac{\square}{5} - \frac{3}{5} = \frac{1}{5}$$

Perform basic addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals / Solve one-step, single-variable linear equations

○ **A.** 1

○ **B.** 2

○ **C.** 3

○ **D.** 4

23. What is the missing value in the following equation called?

$$\frac{\square}{5} - \frac{3}{5} = \frac{1}{5}$$

Understand the definitions of basic terms such as sum, difference, product, quotient, numerator, and denominator

○ **A.** numerator

○ **B.** denominator

○ **C.** quotient

○ **D.** difference

24. Which of the following could be the missing value on the number line?

Recognize the position of numbers in relation to each other

○ **A.** 0.167

○ **B.** 0.125

○ **C.** 0.300

○ **D.** 0.243

25. Complete the inequality: 3^4 is equivalent to ☐?

Recognize equivalent forms of a number

○ **A.** 3 x 4

○ **B.** 3 x 3 x 3 x 3

○ **C.** 4 x 4 x 4 x 4

○ **D.** 34

26. Which number is in the <u>thousandths</u> place?

12.34567

Demonstrate knowledge of place value for whole numbers and decimal numbers

○ **A.** 2

○ **B.** 3

○ **C.** 4

○ **D.** 5

27. A teacher is giving a lesson using base ten blocks, which are different shaped blocks that represent ones, tens, and hundreds.

Which number is represented by the set of blocks below?
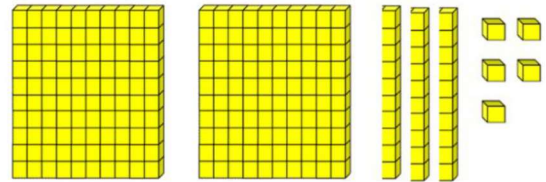
Demonstrate knowledge of place value for whole numbers and decimal numbers

○ **A.** 352

○ **B.** 253

○ **C.** 235

○ **D.** 532

28. What is 10% of 264?

Compute percentages

○ **A.** 0.264

○ **B.** 2.64

○ **C.** 26.4

○ **D.** 2640

29. A teacher asks a group of student to give examples of different ways to calculate 50% of 400. Which of the following student responses is NOT accurate?

Compute percentages
Application of mathematics skills and knowledge to classroom instruction

- ○ **A.** "If I subtract 50 from 400 and do that four times, then I get the answer 200."

- ○ **B.** "I know that 50% is equal to half of 400. Half of 400 is 200, so the answer is 200."

- ○ **C.** "If I multiply 0.50 x 400, then I get the answer 200."

- ○ **D.** "I can change 50% to $\frac{50}{100}$ and multiply by 400, so the answer is 200."

30. Simplify $\dfrac{4^2}{2^2}$

Demonstrate knowledge of basic concepts of exponents

- ○ **A.** 2
- ○ **B.** 4
- ○ **C.** 16
- ○ **D.** 64

31. Calculate $3^2 \cdot 10 - (2 + 3) = \square$

Demonstrate knowledge of basic concepts of exponents

- ○ **A.** 45
- ○ **B.** 55
- ○ **C.** 85
- ○ **D.** 91

32. Estimate the solution to:

$$202.178 \div 9.897 = \boxed{}$$

Use mental math to solve problems by estimation
Perform basic addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals

- ○ **A.** 10
- ○ **B.** 20
- ○ **C.** 200
- ○ **D.** 2000

33. At the fair, a hot dog costs $1.25, nachos cost $1.50, and an ice cream cones cost 50 cents each. A child purchases one hot dog and two ice cream cones. How much does the child spend?

Solve word problems
Represent time and money in more than one way

- ○ **A.** $2.25
- ○ **B.** $3.00
- ○ **C.** $3.25
- ○ **D.** $52.75

34. What number comes next in the sequence?

-21, 24, -27, 30, ▢

Identify what comes next in a sequence of numbers

- ○ **A.** 27
- ○ **B.** -27
- ○ **C.** 33
- ○ **D.** -33

35. Tam is at home and he wants to meet his friend at the pool in half an hour. The time is currently 1:00pm. It takes him fifteen minutes to ride his bike to the pool. When should he leave his home in order to arrive exactly on time?

Solve word problems
Represent time and money in more than one way

- ○ **A.** 1:00pm
- ○ **B.** 1:10pm
- ○ **C.** 1:15pm
- ○ **D.** 1:30pm

36. If 1 foot = 12 inches, how many inches are there in 6 feet?

Convert between units or measures in the same system

- ○ **A.** ½ inches
- ○ **B.** 12 inches
- ○ **C.** 60 inches
- ○ **D.** 72 inches

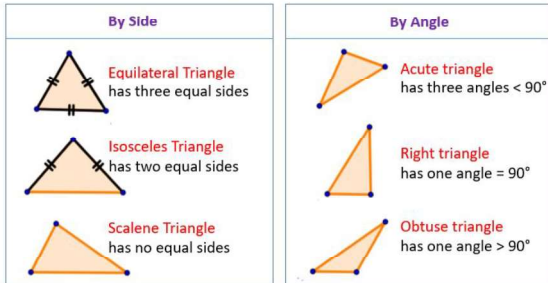37. Triangle ABC has the following side lengths:

  Side a = 5 cm
  Side b = 5 cm
  Side c = 5 cm

Using the chart below, what type of triangle is triangle ABC?
*Identify basic geometrical shapes*

Types of Triangles

○ **A.** equilateral triangle

○ **B.** isosceles triangle

○ **C.** scalene triangle

○ **D.** regular triangle

38. A square has one side measuring 6 centimeters. What is the perimeter, *p*, and area, *A*, of the square?
Perform computations related to area, volume, and perimeter for basic shapes

○ **A.** p = 6, A = 12

○ **B.** p = 24, A = 36

○ **C.** p = 12, A = 36

○ **D.** p = 24, A = 12

39. Which of the following points is on the line graphed below?
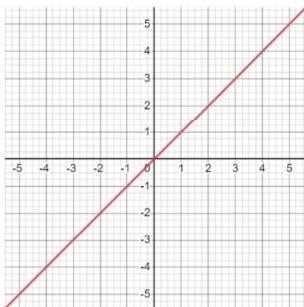
Graph data on an xy-coordinate plane

○ **A.** (1, 4)

○ **B.** (2, -3)

○ **C.** (-3, 1)

○ **D.** (1, 1)

40. A scientist is researching bird growth. The table below shows the mass of each bird during the first three days of the experiment. Which bird is growing the fastest?

Bird Data (Mass in Grams)

	Day 1 Mass	Day 2 Mass	Day 3 Mass
Bird A	12.07g	12.30g	12.50g
Bird B	13.12g	13.05g	13.01g
Bird C	11.01g	11.45g	11.99g
Bird D	14.20g	14.32g	14.39g

Interpret information from tables, charts, and graphs
Given a table, chart, or graph with time-related data, interpret trends over time

○ **A.** bird A

○ **B.** bird B

○ **C.** bird C

○ **D.** bird D

41. Which chart most accurately represents the data below?

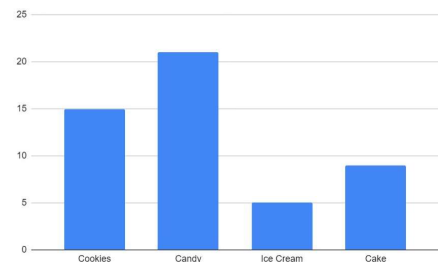| TREAT	cookies	candy	ice cream	cake
# OF VOTES	15	21	5	9

Interpret information from tables, charts, and graphs
Create basic tables, charts, and graphs

○ **A.** Pie Chart
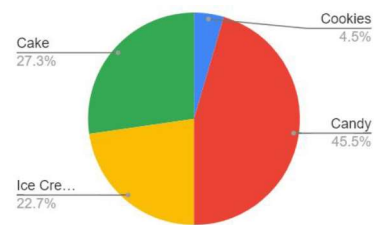
○ **B.** Bar Chart

42. A teacher is giving a lesson on two-digit division with remainders. The teacher gives the following information:

A remainder is what we have left over after division.
$$17 \div 4 = 4 \text{ with a remainder of } 1$$
$$27 \div 5 = 5 \text{ with a remainder of } 2$$
$$36 \div 6 = 6 \text{ with a remainder of } 0$$
$$56 \div 10 = 5 \text{ with a remainder of } 6$$

What is the remainder of $47 \div 11$?

Compute percentages
Application of mathematics skills and knowledge to classroom instruction

- ○ **A.** 3
- ○ **B.** 4
- ○ **C.** 5
- ○ **D.** 6

For questions 43-44, use the following scenario.

A teacher giving a lesson on statistics reviews how to calculate mean, median, and mode. The data set includes the following values:
5,3,4,8,2,9,3,8,3

The **mean** is the mathematical average of all the data. To calculate the mean, all values are added together, then divided by the number of values.

The **median** is the value in the middle of the data set if the data is listed in order from least to greatest.

The **mode** is the value in the data set that is most repeated.

43. Find the mean of the data set from the scenario:

Compute the mean, median, and mode

- ○ **A.** 3
- ○ **B.** 4
- ○ **C.** 5
- ○ **D.** 8

44. A student incorrectly determines that the median of the data set is 2. Which of the following is the best explanation for the student's error?

Compute the mean, median, and mode
Application of mathematics skills and knowledge to classroom instruction

- ○ **A.** The student calculated the mean instead of the median.
- ○ **B.** The student calculated the mode instead of the median.
- ○ **C.** The student forgot to order the numbers from least to greatest before calculating the median.
- ○ **D.** The student calculated the mean instead. They added all the values and divided by 10.

STANDARD 1
WRITING

Idaho Paraprofessional Standard 1: The paraprofessional has a basic knowledge of the subject areas being taught; the paraprofessional supports the teacher/provider in creating meaningful learning experiences.

Writing Skills and Knowledge
- *Errors in capitalization*
- *Errors involving word order (subject / verb agreement, parallel structure, misplaced modifiers)*
- *Errors in word usage (e.g., their/they're/there, then/than, it's/its)*
- *Errors in punctuation (commas, periods, semicolons, apostrophes)*
- *Parts of a sentence (e.g., subject and verb/predicate)*
- *Parts of speech (nouns, verbs, pronouns, adjectives, adverbs, and prepositions)*
- *Errors in spelling*

Application of Writing Skills and Knowledge
- *Use prewriting to generate and organize ideas (including freewriting and using outlines)*
- *Identify and use appropriate reference materials*
- *Draft and revise (including composing or refining a thesis statement, writing focused and organized paragraphs, and writing a conclusion)*
- *Edit written documents for clarity, grammar, sentence integrity (run-ons and sentence fragments), word usage, punctuation, spelling.*
- *Write for different purposes and audiences.*
- *Recognize and write in different modes and forms (e.g., descriptive essays, persuasive essays, narratives, letters).*

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45. Which of the following sentences uses proper capitalization?

Errors in capitalization

- ○ **A.** I traveled to France to see the palace of versailles and eiffel tower.

- ○ **B.** Jenny and i flew to seattle to see Taylor Swift in concert.

- ○ **C.** I went to the San Diego Zoo to see Zebras, Giraffes, and Panda Bears.

- ○ **D.** In October, many students like to read scary novels to get in the spirit for Halloween.

46. Which of the following sentences contains proper word usage?

Errors in word usage - their / they're / there, it's / its, than / then, you / your

- ○ **A.** It's the week before school starts, so students will likely be buying their new school supplies.

- ○ **B.** The marker lost it's cap, and I'm afraid they're is a mess somewhere.

- ○ **C.** The dogs looked at us with there mournful eyes as we loaded into the car.

- ○ **D.** Their are less cookies in the jar today then there were yesterday.

47. Read the example of the misplaced modifier. Then, select the sentence that **does not include** a misplaced modifier.

A misplaced modifier does modify a word, but not the one the author intended. Example:

misplaced	He bought a Great Dane from a neighbor that was already housebroken.	This makes it sound like the neighbor is the one who is housebroken.
revised	He bought a Great Dane that was already housebroken from a neighbor.	It's now clear the dog is the one who is housebroken.

Errors involving word order (subject / verb agreement, parallel structure, misplaced modifiers)

- ○ **A.** I found a kitten for my brother named Mittens.

- ○ **B.** The girl with the purple hat ate all the cheese.

- ○ **C.** The student was sent to the nurse with a bloody nose.

- ○ **D.** The teacher served cookies to the children wrapped in aluminum foil.

48. Which of the following sentences uses commas correctly?

Errors in punctuation - (commas, periods, semicolons, apostrophes, quotation marks)

- ○ **A.** My aunt and uncle live in Portland Oregon, but I haven't visited in many years.

- ○ **B.** The woman was wearing a small, green ugly feathered hat.

- ○ **C.** I dated the journal at the top, January 3 2023.

- ○ **D.** On December 5th, I am excited to visit my friends in Sun Valley, Idaho.

49. Which of the following sentences uses a semicolon correctly?

Errors in punctuation - (commas, periods, semicolons, apostrophes, quotation marks)

- ○ **A.** A loud firework exploded across the sky; my dog trembled in my lap.

- ○ **B.** Although my husband hates cheese; he still likes pizza.

- ○ **C.** I saw several animals in the zoo; tigers, parrots, and giraffes.

- ○ **D.** Some people are afraid to fly on airplanes; but not me.

50. Which sentence is punctuated correctly?

Errors in punctuation - (commas, periods, semicolons, apostrophes, quotation marks)

- ○ **A.** My dog Baxter, enjoyed his favorite treat; peanut butter.

- ○ **B.** After finding a movie to watch, I cooked some popcorn and settled down on the couch.

- ○ **C.** In 1792 the U.S. Postal Service was created.

- ○ **D.** My seven-year old daughter, Matilda, complained of being hungry however she just ate.

51. Which of the following is a complete sentence?

Parts of a sentence

- ○ **A.** Screaming at the top of her lungs.

- ○ **B.** Under the oak tree in the city park.

- ○ **C.** The mermaid swam to the surface.

- ○ **D.** Whoever found my hat yesterday.

52. Which word in the following sentence is an adjective?

> Our new clothing store always has fashionable shoes and dresses in the window.

Parts of speech - adjectives

- ○ **A.** store

- ○ **B.** always

- ○ **C.** fashionable

- ○ **D.** window

53. Which of the following is **NOT** an adverb?

Parts of speech - adverbs

- ○ **A.** quickly

- ○ **B.** adventurously

- ○ **C.** always

- ○ **D.** beautiful

54. Which word is being used as the verb in the following sentence?

> She wrote down that hiking was her favorite hobby.

Parts of speech - verbs

- ○ **A.** My dog Baxter, enjoyed his favorite treat; peanut butter.

- ○ **B.** After finding a movie to watch, I cooked some popcorn and settled down on the couch.

- ○ **C.** In 1792 the U.S. Postal Service was created.

- ○ **D.** My seven-year old daughter, Matilda, complained of being hungry however she just ate.

55. Which sentence contains **NO** spelling errors?

Errors in spelling

- ○ **A.** My freind is definitely better than me in mathematics.

- ○ **B.** I promise that I will participate in the committee tommorow.

- ○ **C.** He dissappeared from the restarant.

- ○ **D.** He is courageous despite facing embarrassment.

For questions 56-65, use the following Writing Process Chart.

Steps of the Writing Process	
PREWRITE	• choose a topic • set a purpose • collect facts and information • brainstorm and organize ideas in a graphic organizer
DRAFT	• create a rough draft • organize ideas into sentences or paragraphs
REVISE	• add information • remove information • move information around • substitute words or details
EDIT	• make corrections to spelling or grammar • reread each sentence to make sure it makes sense
PUBLISH	• write a final copy • share it with others

56. A student is struggling to write an essay about a person they admire. What would be the most effective pre-writing strategy?

Use prewriting to generate and organize ideas

○ **A.** Encourage students to brainstorm a list of people they admire. Then have them select one and make a graphic organizer or thinking map to generate reasons and details.

○ **B.** Tell the student they can choose a different topic if they can't think of anything to write for this assignment. Talk with the teacher afterward about what the student will do instead.

○ **C.** Allow the student to draw a picture of the person rather than writing an essay about them.

○ **D.** Have the student write and edit a paragraph about a person they admire, stopping frequently to check their grammatical errors.

57. When doing research in a search engine, which link would be the most credible / trustworthy?

Identify and use appropriate reference materials

○ **A.** The first link in the list of results

○ **B.** A link that is sponsored by the most advertisers.

○ **C.** A link to a social media post.

○ **D.** A link to a well-known agency or nonprofit.

58. Which of the following would be the **best** source to give students a broad overview of what happened to the Hindenburg?

Identify and use appropriate reference materials

○ **A.** An encyclopedia or database article about the Hindenburg.

○ **B.** An interview providing a first-hand account from a survivor of the Hindenburg.

○ **C.** A chart showing the dramatic decrease in travel via airship after the Hindenburg disaster.

○ **D.** An article about the Titanic that makes comparisons with the Hindenburg disaster.
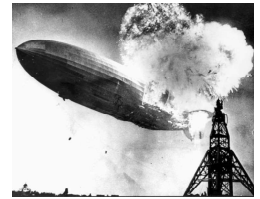
59. A student has written their rough draft of an essay, and they say they are done and ready to turn in their work. Following the writing process, what could you encourage them to do next?

Draft and revise

○ **A.** If they have finished their first draft, they have completed the writing process. They are ok to turn in the assignment.

○ **B.** Have students type up their rough draft verbatim so it is easier to read when they publish and share with others.

○ **C.** Encourage the student to read over their first draft to see where they could add more details or omit or rephrase irrelevant ideas.

○ **D.** Ask another student to read over the student's work to edit for them to fulfill the peer conference part of the writing process.

60. Which of the following sentences does **NOT** include a transition word?

Edit written documents

○ **A.** Meanwhile, studies show that music can help productivity.

○ **B.** Although music can be a distraction, some types of music can help students focus.

○ **C.** Non Lyrical, or instrumental, music can help tune out intermittent classroom noises.

○ **D.** Overall, students can use music effectively if they are deliberate about both the type of music and the task.

For questions 60-63, match the student sentences by drawing a line to the specific feedback you could provide to help in the revision process.

Draft and revise

60. The pandas in the zoo are so adorable, and their adorableness is evident in the way they play and interact with their fellow pandas.

61. Alex told Sam that they would meet at the park, but he didn't show up.

62. I remembered that I need to buy some new pencils and also that the cafeteria menu has changed, and it's really interesting how they decided to add more vegetarian options, and oh, I also saw a cute dog on my way to school today.

63. The store had a lot of different things for sale.

A. Avoid ambiguous / unclear pronouns

B. Eliminate repetition

C. Add specific examples

D. Stay focused on one topic

---

65. Which of the following sentences would be considered a run-on sentence?

Edit written documents

- ○ **A.** I wanted to float the river, but the water was too high for it to be safe.
- ○ **B.** The river is often packed with people on rafts, tubes, kayaks, and paddle boards.
- ○ **C.** Even though it was hot outside, my limbs were freezing in the cool river water.
- ○ **D.** I forgot my sunscreen I burned my shoulders and my face.

66. What type of writing typically includes an introduction with a clear claim, body paragraphs with supporting details, and a conclusion?

Recognize and write in different modes and forms

- ○ **A.** Persuasive / Argument Writing
- ○ **B.** Script Writing
- ○ **C.** Narrative Writing
- ○ **D.** Fiction Writing

67. Which type of writing would you recommend a student use if their purpose is to share information about tigers with their classmates?

Write for different purposes and audiences

- ○ **A.** narrative story
- ○ **B.** script
- ○ **C.** graphic novel
- ○ **D.** website or blog post

STANDARD 2

Idaho Paraprofessional Standard 2: The paraprofessional has a basic knowledge of how students learn and develop, which supports students' intellectual, social, and emotional development.

- Understand that a student's social and emotional comfort affects their learning.
- Understand that learning progresses from concrete understanding to more abstract reasoning and results in students learning at different paces.
- Uses developmentally and age-appropriate strategies, materials, and technologies as directed by the teacher.

aspects of classroom climate in developmentally appropriate ways.

7. **To become self-directed learners, students must learn to monitor and adjust their approaches to learning.** Learners must learn to engage in a variety of metacognitive processes to monitor and control their learning—assessing the task at hand, evaluating their own strengths and weaknesses, planning their approach, applying and monitoring various strategies, and reflecting on the degree to which their current approach is working.

Adapted from: Carnegie Mellon University. *Learning Principles.* https://www.cmu.edu/teaching/principles/learning.html

For questions 68-70, use the following text.

Learning Principles

1. **Students' prior knowledge can help or hinder learning.**
   If students' prior knowledge is robust and accurate, it provides a strong foundation for building new knowledge. However, when knowledge is insufficient for the task or inaccurate, it can interfere with new learning.

2. **How students organize knowledge influences how they learn.**
   Students naturally make connections between pieces of knowledge. When those connections form knowledge structures that are accurately and meaningfully organized, students are better able to retrieve and apply their knowledge effectively and efficiently.

3. **Students' motivation determines, directs, and sustains what they do to learn.**
   When students find positive value in a learning goal or activity, expect to successfully achieve a desired learning outcome, and perceive support from their environment, they are likely to be strongly motivated to learn.

4. **To develop mastery, students must acquire skills, practice, and know when to apply what they have learned.**
   Students must develop not only the component skills and knowledge necessary to perform complex tasks, they must also practice combining and integrating them to develop greater fluency and automaticity.

5. **Goal-directed practice coupled with targeted feedback enhances the quality of students' learning.**
   Practice must be coupled with feedback that explicitly communicates to the student about their performance and how to progress.

6. **Students' learning is impacted by their social, emotional, and intellectual well-being.**
   While we cannot control the developmental process, we can shape the intellectual, social, emotional, and physical

68. What can a school control related to a student's social and emotional development?

Understand that a student's social and emotional comfort affects their learning.

- ○ **A.** the developmental process
- ○ **B.** social and emotional climate of a classroom
- ○ **C.** a student's beliefs
- ○ **D.** nothing

69. Students learn at different paces, even when in the same class with the same instruction as other students. Which of the following is NOT a reason for this?

Understand that learning progresses from concrete understanding to more abstract reasoning and results in students learning at different paces.

- ○ **A.** students' prior knowledge differs
- ○ **B.** students' motivations differ
- ○ **C.** students' ability to make connections differ
- ○ **D.** students' opportunities for instruction differ

70. A student is taking more time than the other students to type up his essay on the computer. What type of assistive technology could support him completing his assignment?

Uses developmentally and age-appropriate strategies, materials, and technologies as directed by the teacher.

- ○ **A.** speech recognition software
- ○ **B.** jumbo grip pencils
- ○ **C.** weighted vest
- ○ **D.** bookmark timer

STANDARD 3

Idaho Paraprofessional Standard 3: The paraprofessional is knowledgeable regarding how students differ in their approaches to learning, and are able to adapt to students' diverse needs.

- *Recall the difference between an IEP and 504.*
- *Recite that IEP and 504 information is confidential.*
- *Recognize common accommodations used in school settings.*
- *Recognize that students should develop skills to be independent learners.*

For questions 71-74, use the following text.

What is the difference between an IEP and a 504 plan?

Some students require additional support through their educational career. IEPs and 504s are confidential, individualized plans that outline what support looks like for students who qualify.

	INDIVIDUAL EDUCATION PLAN (IEP)	504 Plan
Type of Law	Special Education - Individuals with Disabilities Act (IDEA)	Office of Civil Rights - Rehabilitation Act of 1973
Purpose	Outlines a plan to provide specialized academic instruction for a child who has a disability that interferes with their academic performance.	Provides accommodations to help a student access general education who does not require specialized academic instruction.
Requirements for Eligibility	Has a disability that: a) meets criteria under IDEA, b) significantly impacts educational performance, c) requires specialized services	Has a disability that significantly impacts a major life function. Life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself and performing manual tasks.
What are common accommodations?	Accommodations are changes to the curriculum, instruction, or testing format or procedures that allow a student to demonstrate their abilities WITHOUT fundamentally altering the requirements. • Listen to audio recordings instead of reading text • Work with text in a larger print size • Dictate answers to a scribe who writes or types • Capture responses on an audio recorder • Take a test in a small group setting	• Take more time to complete a task or a test • Take frequent breaks, such as after completing a worksheet • Scheduling accommodations • Take a test in several timed sessions or over several days • Take sections of a test in a different order • Use an alarm to help with time management

71. What is the main difference between an IEP and 504?

Recall the difference between an IEP and 504.

- ○ **A.** IEP is for a disability; 504 is not
- ○ **B.** IEP provides specialized academic support; 504 provides accommodations for life functions
- ○ **C.** IEP provides accommodations for life functions, 504 provides specialized academic support
- ○ **D.** There is no difference, it's based on parental preference

72. True or False: Information about students, such as their IEP or 504 plans, may be shared with other students, families, or staff members.

Recite that IEP and 504 information is confidential.

- ○ **A.** True
- ○ **B.** False

73. Imagine that a student is struggling to complete a science task where he must describe the life cycle of a butterfly. All of the other students are writing their descriptions down on paper by hand, but this student specifically struggles with writing. Which accommodation, assuming it's appropriate for his IEP, would best allow the student to meet the grade-level science criteria?

Recognize common accommodations used in school settings.

- ○ **A.** provide a copy of the teacher slideshow
- ○ **B.** allow the student to describe the life cycle orally
- ○ **C.** move the student to an individual desk away from other students
- ○ **D.** give the student more time to complete the task

74. Which of these statements show a paraprofessional prompting a student to be an independent learner?

Recognize that students should develop skills to be independent learners.

- ○ **A.** provide a copy of the teacher slideshow
- ○ **B.** allow the student to describe the life cycle orally
- ○ **C.** move the student to an individual desk away from other students
- ○ **D.** give the student more time to complete the task

STANDARD 4

For question 78, use the following text.

> *Idaho Paraprofessional Standard 4:* The paraprofessional utilizes a variety of instructional strategies to assist the teacher/provider in meeting students' needs.
>
> - *Understand that students from diverse experiential, cultural, economic, and language backgrounds may need different strategies for learning.*
>
> - *Recognize common instructional strategies used in school settings.*

75. A student with ADHD is asked to complete a project on the state capitol building, including researching, writing a speech, and presenting in front of his classmates. He is struggling to know where to start. What instructional strategy could you use to help him identify which task he should start with?

Understand that students from diverse experiential, cultural, economic, and language backgrounds may need different strategies for learning.

- ○ **A.** minimize distractions

- ○ **B.** highlight important ideas

- ○ **C.** break task into smaller segments

- ○ **D.** allow for movement opportunities

76. A student is off-task and playing with the items on his desk. Which instructional strategies could you use?

Recognize common instructional strategies used in school settings.

- ○ **A.** provide organizational tools & highlight important ideas

- ○ **B.** adapted instruction & use of timers

- ○ **C.** provide uncluttered workspace & provide structured breaks

- ○ **D.** behavioral expectations & color coding

77. You are working with a small group of students to read a short story. You ask the students to follow along on the page as you read with their finger, and occasionally, you stop reading and have the students "fill in the blank" before you continue. What are these instructional strategies supporting?

Recognize common instructional strategies used in school settings.

- ○ **A.** reading fluency

- ○ **B.** engagement

- ○ **C.** reading fluency & engagement

- ○ **D.** none of the above

The Effects of Round Robin Reading

Round Robin reading (RRR) has been a classroom staple for over 200 years and an activity that over half of K-8 teachers report using one of its many forms, such as popcorn reading. RRR's popularity endures despite evidence that the practice in ineffective for its stated purpose: enhancing fluency, word decoding, and comprehension.

Furthermore, RRR:

> Stigmatizes poor readers. Imagine the terror that English language learners face when made to read in front of the entire class.
>
> Weakens comprehension. Listening to a peer orally read too slowly, too fast, or too haltingly weakens learners' comprehension.
>
> Sabotages fluency and pronunciation. Struggling readers model poor fluency skills and pronunciation. When instructors correct errors, fluency is further compromised.

Adapted from: Finley, T. (2014, 121). *11 Alternatives to Round Robin (and Popcorn) Reading.* Edutopia. Retrieved from: https://www.edutopia.org/blog/alternatives-to-round-robin-reading-todd-finley

78. Based on the research in the text, is Round Robin Reading an effective strategy to use in classrooms?
Recognize common instructional strategies used in school settings.

- ○ **A.** Yes, it has been used for over 200 years, so it must work.

- ○ **B.** Yes, it improves student reading fluency and improves comprehension.

- ○ **C.** No, teachers should use Popcorn reading instead of Round Robin Reading.

- ○ **D.** No, Round Robin Reading is more detrimental than helpful because it is ineffective for its stated purpose.

STANDARD 5

For question 79-80, use the following text.

Positive Educational Environments

Behavior is a means of communication. Consider what the student is trying to tell you with the behavior. Behind most behaviors exists a skill deficit, such as:
- Language and social difficulties
- Sensory processing difficulties
- Academic and writing skill deficits
- Difficulties managing stress and anxiety
- Attention difficulties
- Difficulties with self esteem
- Organizational difficulties

Tips for providing a positive environment:

DO

- Do encourage, expect, and reinforce age appropriate behavior, even with students with lower cognitive abilities.
- Do state directions and expectations in a simple, explicit, and positive manner.
- Do tell the students what they are supposed to do. For instance, instead of saying "Don't run", say "Please walk in the halls".
- Do offer students choices to avoid a power struggle. Rather than say "Don't tap your pencil", state "Would you rather put your pencil in your pencil case or in your desk."
- Do provide positive reinforcement. When offering positive reinforcement, state what you like about the behavior. Rather than just saying say "good job", state "I like the way you raised your hand to participate."

DON'T
- Don't overreact to inappropriate behavior. Some students may be reinforced by negative attention, which may increase inappropriate behaviors.
- Don't respond to every behavior a student displays. When possible, ignore attention seeking behaviors that are not disruptive to the classroom.
- Don't focus on punitive consequences or loss of privileges.
- Don't discuss incidents of behavior that occurred in the past.
- Don't take student behavior and language personally.

79. Every behavior from a student requires an immediate response from an adult, no matter how big or small, to keep the classroom a positive education environment.

Use proactive behavior and learning strategies developed by the teacher/school/district that maintain positive learning environments.

- ○ **A.** true
- ○ **B.** false

80. Which of the following is the most effective positive reinforcement statement for increasing positive behavior?

Use proactive behavior and learning strategies developed by the teacher/school/district that maintain positive learning environments.

- ○ **A.** "Great job! That's amazing."
- ○ **B.** "Wow, you're a rockstar!"
- ○ **C.** "You look so cute in that dress today!"
- ○ **D.** "I've noticed how well you're keeping your hands to yourself in line today. You are being such a great role model for other students today."

81. A teacher has a classroom behavior system to reward positive behavior. You saw a student do something awesome, and wanted to reward them with a candy bar you brought from home. What should you do?

Use proactive behavior and learning strategies developed by the teacher/school/district that maintain positive learning environments.

- ○ **A.** Give them the candy.
- ○ **B.** Give them the candy, but tell the teacher about it.
- ○ **C.** Give immediate positive reinforcement verbally, and record the behavior to share with the teacher later.
- ○ **D.** Use the teacher's classroom behavior system to reward the student, assuming you've already spoken and agreed with the teacher about how and when to use the system.

STANDARD 6

Idaho Paraprofessional Standard 6: _The paraprofessional uses various communication techniques to effectively meet students' needs._

- _Understand the importance of communicating with students in a respectful manner at all times._
- _Recognize the importance of sharing information multiple ways with students (verbally, in writing, with images, modeling, etc.) and checking for their understanding._

For questions 82-84, use the following text.

Keys to Effective Communication

When communicating with students, remember to:
- Maintain a close proximity and use a low volume.
- Provide clear and simply stated directions of what you expect the child to do, instead of telling them what you don't want them to do.
- Repeat back to the student what you think they are saying to clarify what they mean.
- Some children may require a model, picture, or sign of the action paired with the verbal direction.
- Use age appropriate language.

For example:

Instead of saying:	Say:
"No yelling!"	"Use an inside voice"
"Don't run!"	"Use walking feet." "Walk, please."
"Stop shouting out!"	"When you raise your hand, the teacher will answer your question".

82. Effective or ineffective? A student yells across the room to the teacher that he needs a new pencil. In response, the teacher yells back that he needs to stop yelling or he'll lose recess time.

Understand the importance of communicating with students in a respectful manner at all times.

○ **A.** Effective

○ **B.** Ineffective

83. Effective or ineffective? A student continually shouts out during class. He is disruptive and rude. The teacher responds by getting close to the student, whispering a clear request for what his behavior should look like, and then positively reinforces a different student for showing that positive behavior.

Understand the importance of communicating with students in a respectful manner at all times.

○ **A.** Effective

○ **B.** Ineffective

84. A paraprofessional is about to take a group of students down the hall to another room for the first time. She wants to verbally tell the kids that there is no running allowed in the hallway. Which of the following would be the most effective way to communicate this request to students?

Recognize the importance of sharing information multiple ways with students (verbally, in writing, with images, modeling, etc.) and checking for their understanding.

○ **A.** No change needed - it's already very clearly communicated

○ **B.** Verbally tell the kids "we will walk in the hallway"

○ **C.** Verbally tell the kids "we will walk in the hallway" and ask a student to model what respectful walking looks like

○ **D.** Verbally tell the kids "we will walk in the hallway", ask a student to model what respectful walking looks like, hold a sign with a picture as a visual reminder to walk, and reinforce the positive behavior with comments such as "wow, I like how you're walking".

STANDARD 7

Idaho Paraprofessional Standard 7: _The paraprofessional delivers teacher/provider designed instructional plans effectively based upon knowledge of the students, subject areas, community, and curriculum goals._

- _Understand and delineate the role of a para vs that of a teacher._

- _Understand the importance of knowing the learning target before providing instruction (including IEP goals of individual students)._

For questions 85-91, use the following text.

What are the differences between paraprofessionals and teachers?

Teacher Duties	Paraprofessional Duties
Provide instruction	Support the work of the teacher
Set the environment of the classroom	Follow the teacher's guidance and direction
Develop all lesson plans	Become familiar with lesson plans
Teach new academic content	Reinforce content taught by teacher
Evaluate student understanding of academic content	Provide feedback to teacher regarding observed student success
Provide additional teaching as needed	Reinforce academic content
Develop and implement summative assessments	Review content with students prior to an assessment
Develop interventions	Support and reinforce interventions
Develop behavior management plans	Monitor and report behavior in accordance with the behavior management plan
Provide intensive, direct services to students with IEPs	Support and reinforce practices provided by the teacher, under the supervision of the teacher

For questions 85-90, write a T if the statement is what a teacher is responsible for, or write a P if the statement is what a paraprofessional is responsible for.

Understand and delineate the role of a para vs that of a teacher.	T or P
85. Execute the activities that were provided for small group interventions.	
86. Record and report behavior as outlined in the behavior plan.	
87. Determine which students need additional teaching.	
88. Reinforce the lessons that the students already received.	
89. Provide intensive, direct instruction to students.	
90. Set up the rules and boundaries of the classroom.	

91. What must a paraprofessional know before a working with a student on an assignment?

Understand the importance of knowing the learning target before providing instruction (including IEP goals of individual students).

○ **A.** What skill is being practiced on the assignment and how the teacher previously taught it

○ **B.** What individual accommodations the student needs, according to their IEP

○ **C.** What materials or resources were used to teach the skill

○ **D.** all of the above

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STANDARD 8

Idaho Paraprofessional Standard 8: *The paraprofessional supports the teacher/provider in observing and collecting data related to the student.*

- *Understand the importance of reporting in a timely and accurate manner.*
- *Understand that student data is confidential.*

For questions 92-94, use the Frequency Behavior Chart below.

92. After looking at Ethan's behavior chart, what can we conclude about Ethan's behaviors?

Understand the importance of reporting in a timely and accurate manner.

○ **A.** Ethan does not want to participate and has no interest in school.

○ **B.** Ethan does not have any friends.

○ **C.** Ethan's behaviors escalate when he is outside of his regular teacher's classroom.

○ **D.** Ethan's goals are too easy for him.

93. True or False: A student's academic or behavior data is confidential.

Understand that student data is confidential.

○ **A.** True

○ **B.** False

94. After completing Ethan's chart, when should the paraprofessional submit the data to the teacher?

Understand the importance of reporting in a timely and accurate manner.

○ **A.** whenever the paraprofessional has a moment

○ **B.** during parent-teacher conferences

○ **C.** the next day

○ **D.** at the agreed upon time set prior between the teacher and paraprofessional

Frequency Behavior Chart

Student: Ethan   Date: September 1st, 2023

Schedule	Behavior 1 Shouting Out	Behavior 2 Leaving his Seat	Behavior 3 Refusing to Comply
9:00 – 9:30	Y Ⓝ	Y Ⓝ	Y Ⓝ
9:30 – 10:00	Y Ⓝ	Y Ⓝ	Y Ⓝ
10:00 – 10:30 Recess	N/A	N/A	Ⓨ N
10:30 – 11:00	Y Ⓝ	Y Ⓝ	Y Ⓝ
11:00 – 11:30 Library	Y Ⓝ	Ⓨ N	Ⓨ N
11:30 – 12:00 Music	Y Ⓝ	Ⓨ N	Ⓨ N
12:00 – 12:30 Lunch	Ⓨ N	Ⓨ N	Ⓨ N
1:00 – 1:30	Ⓨ N	Y Ⓝ	Y Ⓝ
1:30 – 2:00	Ⓨ N	Y Ⓝ	Y Ⓝ
2:00 – 2:30	Ⓨ N	Y Ⓝ	Y Ⓝ
2:30- 3:00	Ⓨ N	Y Ⓝ	Y Ⓝ
3:00 – 3:40	Ⓨ N	Ⓨ N	Ⓨ N
Total:			

STANDARD 9

Idaho Paraprofessional Standard 9: The paraprofessional engages in meaningful professional development on a regular basis.

- *Commit to ongoing reflection, assessment, and learning as a process for all adults on campus.*
- *Ask for and accept feedback from the teacher/supervisor.*

Idaho Paraprofessional Standard 10: The The paraprofessional interacts in a professional manner with colleagues, parents, and other members of the community.

- *Understands the school/district policies and procedures regarding professional conduct.*
- *Exhibits a high level of customer service towards all district staff, students, and patrons.*

95. A paraprofessional has been asked to work with a group of students while using a new reading program. The paraprofessional has never used the program before, and doesn't know much about it. What should the paraprofessional do?

Commit to ongoing reflection, assessment, and learning as a process for all adults on campus.
.

- ○ **A.** Ask the teacher to model it.
- ○ **B.** Read the program instructions.
- ○ **C.** Try and figure it out while teaching the program.
- ○ **D.** Ask the teacher to model it and read the program instructions.

96. A paraprofessional is working with a small group of students on math. After a week, the strategies the teacher asked the para to use are not working with the students. What should the para do?

Ask for and accept feedback from the teacher/supervisor.

- ○ **A.** Google new strategies to teach math.
- ○ **B.** Talk with the teacher about the struggles and ask them to model/change the strategies.
- ○ **C.** Show the students a YouTube video about the math.
- ○ **D.** Switch students to a new group.

97. A student is on a behavior plan, and is refusing to complete their assignment. The paraprofessional tries to help the student, but the student continues to escalate and has a meltdown. What should the para do at their next meeting with the teacher?

Commit to ongoing reflection, assessment, and learning as a process for all adults on campus.

- ○ **A.** Without explanation, ask to have the student moved to work with a different paraprofessional.
- ○ **B.** Explain how they implemented the behavior plan and reflect with the teacher about possible next steps.
- ○ **C.** Make a formal complaint to the principal
- ○ **D.** Draft and send an email to parents and copy the teacher before the meeting

98. Image you are in the front office of the school, and a parent walks in. The school secretary is out delivering a message to a classroom. What should you, the paraprofessional, do in this situation?
Exhibits a high level of customer service towards all district staff, students, and patrons.
.

- ○ **A.** Nothing, it's not the job of a paraprofessional to do front office duties.
- ○ **B.** Greet the parent in a warm and friendly manner, and offer to assist until the secretary returns.
- ○ **C.** Leave and go get the secretary.
- ○ **D.** Tell the parent to wait.

99. The classroom teacher and paraprofessional disagree about what the appropriate dress code is for adults on campus. How can the paraprofessional determine what is appropriate?
Understands the school/district policies and procedures regarding professional conduct.

- ○ **A.** The paraprofessional should follow whatever the teacher says.
- ○ **B.** The dress code is a personal decision.
- ○ **C.** The paraprofessional should check with the district policies and procedures for the adult dress code.
- ○ **D.** None of the above.

100. A paraprofessional witnesses an altercation between two students, and they are asked to document it via an email to the teacher and assistant principal. Knowing that emails may be viewable by parents, which is the most professional description of the behavior for the paraprofessional to use?
Understands the school/district policies and procedures regarding professional conduct.

- ○ **A.** Mason was being a bully, so Katie defended herself by shoving him into the lockers.
- ○ **B.** Mason and Katie are trouble-makers, and they consistently fight at school.
- ○ **C.** I heard Mason say "You better stay away from me, or I will punch you." Katie then pushed Mason into the lockers.
- ○ **D.** I witnessed Katie push Mason into the lockers after he threatened her.

SUBJECT
  Registered Teacher Apprenticeship Program

REFERENCE

June 14, 2022	Board approved legislative ideas, including one related to the development of an instructional staff registered apprenticeship program.
July 1, 2023	Senate Bill 1069 made administrative changes in the current certification requirements to allow for the creation of a registered teacher apprenticeship program.

APPLICABLE STATUTE, RULE, OR POLICY
  Idaho Code § 33-1201

BACKGROUND
  Senate Bill 1069 (2023) made administrative changes in the current certification requirements to allow individuals who complete a teacher apprenticeship program that is registered with the U.S. Department of Labor and approved by the State Board of Education to be eligible for certification. The amendments to Idaho Code § 33-1201 allow for a student serving in a practicum, internship, or student-teaching position under the supervision of a certificated staff person to be paid. The amendments also allow individuals who successfully complete an approved registered apprenticeship program to be eligible for standard certification.

  In July 2023, Board staff began facilitating work sessions to obtain recommendations for Idaho's first registered teacher apprenticeship. A main workgroup of more than twenty individuals and several subgroups were convened. The main work group consisted of the State Board president, educator preparation program staff, K-12 practitioners, State Department of Education staff, Idaho Division of Career Technical Education staff, an Idaho-approved educator preparation provider accreditor, Idaho Business for Education staff member, Idaho Department of Labor staff, Idaho Education Association president and Idaho Education Association/National Education Association member, legislators, and apprenticeship intermediary staff. Additional discussions were held with subgroups on several occasions.

  The workgroup membership and meeting schedule is included in these materials as Attachment 2 and Attachment 3.

  The main work group met for a total of fourteen hours across three meetings: July 20, 2023, September 26, 2023, and November 9, 2023. The educator preparation provider subgroup met on August 17, 2023 and November 2, 2023.   Progress on the development of the registered teacher apprenticeship program standards was shared at the regional superintendent meetings in September. Input from superintendents was shared with the main work group.

The discussions of the workgroup and the subgroups informed the proposed Registered Apprenticeship Program (RAP) presented to the Board for consideration.

DISCUSSION

RAPs provide a "flipped" pathway to becoming a certificated teacher. In a traditional pathway, a prospective teacher spends four years as a full-time student, completing a semester or two of student teaching at the end of the program. In an apprenticeship model, the pathway is flipped. The prospective teacher works full-time in a classroom, under the supervision of a mentor, for one to three years while completing a personalized plan of formal training and demonstrating on-the-job and related technical instruction competencies. Upon completion of the RAP, the apprentice becomes a fully-certified teacher.

RAPs are driven by employers. In the proposed structure, a Local Education Agency (LEA) is the employer. An LEA that identifies a candidate for a teaching position that is not eligible for other paths to certification may choose to hire an employee and apply for an apprenticeship through the RAP sponsor (the Board). The employer and the sponsor then collaborate on the development of a training plan, which is individualized for each apprentice within the boundaries of an established RAP structure.

The structure of the RAP requires an approved apprentice to be employed and complete a minimum of 2,000 hours of on-the-job training and a minimum of 144 hours of related technical instruction training each year. An apprentice that enters the program with more experience and prior learning may take as little as one year to complete the apprenticeship. An apprentice entering the program with less experience and prior learning may take as many as three years to complete the apprenticeship.

The RAP specifies the on-the-job and related technical instruction competencies an apprentice is expected to master. There are also additional requirements such as passing content area assessments and completing Idaho required courses such as the Teaching Mathematical Thinking course and the Comprehensive Literacy course.

The structure of the proposed Registered Teacher Apprenticeship Program is included in these materials as Attachment 1.

If an apprentice's application and individual plan are approved, the employee is considered an apprentice. The LEA, due to the changes effected by Senate Bill 1069, may report an apprentice as a classified employee for salary funding purposes. LEAs that have reached their funding cap for classified employees may not be eligible for this funding and would have to use discretionary funds. Adjusting this cap could be an area of focus for the Board in the future.

The sponsor, employee, and apprentice participating in a RAP are eligible to apply for various grants that they would not be eligible for without RAP status. However,

RAP grants are applicable on an apprentice-by-apprentice basis. Which funding and how much funding are available to a sponsor, employer, or apprentice cannot be determined until the teacher apprenticeship program is approved and an apprentice is enrolled. Competitive grants exist and awards may be used to offset the cost to LEAs for things like mentorship stipends or training. Other competitive grant funds may be used to offset the cost to apprentices for things like assessment fees and childcare during training for apprentices.

The goal of an apprenticeship program is to create a pathway for candidates who do not have the opportunity to stop working full-time while they pursue certification through a more traditional pathway along with those who are place-bound. It provides a pathway for LEAs to select candidates they want to hire and whose development they are invested in, but who are not able to pursue certification through other pathways.

IMPACT

If the Board approves the registered teacher apprenticeship program standards as presented, then the Office of the State Board of Education staff can submit the standards to the Idaho Department of Labor/U.S. Department of Labor for approval. Upon approval from the Idaho Department of Labor/U.S. Department of Labor, the program will be available for Idaho LEAs.

If approved, Board staff will work with various stakeholders over the next few months to finalize implementation procedures and begin exploring funding mechanisms as well as a second RAP for special education teachers.

If the Board approves moving forward with this RAP, the Idaho Department of Labor will also proceed with hiring an Apprenticeship Program Specialist to be hosted in the OSBE office and tasked with supporting OSBE and IDCTE apprenticeship programs.

ATTACHMENTS
Attachment 1 – Registered Teacher Apprenticeship Standards
Attachment 2 – Work Group Members
Attachment 3 – Meeting Schedule

STAFF COMMENTS AND RECOMMENDATIONS

Through the workgroup process many perspectives were shared. While there is a general consensus among the workgroup that the proposed RAP will be presented to the Board for approval as it is presented in Attachment 1, two specific points of disagreement were brought forward: 1) the proposed RAP does not require (but would provide a pathway to) a baccalaureate degree, and 2) the proposed RAP does not prevent an apprentice from being reported as the Teacher of Record prior to completing the apprenticeship.

The apprenticeship structure is new to the field of education, and research on the efficacy of such programs is light. The idea for Idaho's teacher apprenticeship

program was developed in 2022. In the summer of 2023, The Pathways Alliance (a national organization) published guidelines for the establishment of similar programs.[1]

The guidelines recommend that all teacher apprenticeship programs require completion of a baccalaureate degree for exit and prior to being issued full certification. The guidelines also recommend that apprentices not be allowed to be reported as the Teacher of Record until after completion of the apprenticeship.

There are 85 teacher apprenticeship programs registered with the U.S. Department of Labor. Only a few participating states have programs similar to this proposal before the Board, including, but not limited to, Florida, Arizona, and Colorado.

While the proposed RAP would not require an apprentice to earn a baccalaureate degree to be issued a standard instructional certificate upon completion of the apprenticeship, at least one pathway to a baccalaureate degree has been fully articulated. The proposed RAP leaves the decision to pursue a degree up to the apprentice. A second RAP is under development for special education teacher apprentices. A baccalaureate degree is a federal requirement for special education teachers, so it would be a requirement for an Idaho RAP. Stakeholders agree that because special education is an identified teacher shortage area (see Idaho's federal Title II report), creating a second RAP for this area is desirable.

Regarding the second point of disagreement, the proposed RAP would leave the decision of whether to record an apprentice as a Teacher of Record up to the Superintendent of the LEA. Under current law, this decision falls to the LEA for teachers enrolled in other alternative certification pathways. The proposed RAP does not expressly disallow an LEA's reporting of an apprentice as a teacher of record because it may be unnecessary to remove that decision-making authority when it already exists.

Not all stakeholders agree on the proposed RAP structure, however stakeholders generally expressed support for the concept of RAPs and for developing creative pathways to certification. Members of the larger workgroup and of the subgroups have reached out to assist with refining some of the implementation pieces (i.e. rubrics, potential coursework, etc.).

Board staff recommends approval of the proposed RAP.

BOARD ACTION

   I move to approve the registered teacher apprenticeship standards, as submitted in Attachment 1.

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[1] The U.S. Department of Education press release noting these guidelines can be found here: https://www.ed.gov/news/press-releases/education-labor-departments-announce-new-efforts-to-advance-teacher-preparation-programs-and-expand-registered-apprenticeships-educators .

Moved by _____ Seconded by _____ Carried Yes_____ No_____

Registered Apprenticeship Standards

☐ National Program Standards   ☐ National Guidelines for Apprenticeship Standards

☒ Local Apprenticeship Standards

Idaho State Board of Education

650 West State Street 3rd Floor

Boise, 18856, 83702

Occupation: *Multiple*

O*NET-SOC Code: *See Appendix A* **RAPIDS Code:** *See Appendix A*

In Coordination with the Idaho Department of Labor

Developed in Cooperation with the
U.S. Department of Labor
Office of Apprenticeship

Approved by the
U.S. Department of Labor
Office of Apprenticeship

Registered By: **ROBERT SNYDER**

Signature:

Title: **STATE DIRECTOR, IDAHO**

Office of Apprenticeship **REGION 6**

Date: _____

Registration Number: _____   ☐ Check here if these are revised Standards

TABLE OF CONTENTS

SECTION I – STANDARDS OF APPRENTICESHIP 29 CFR § 29.5

A. **Responsibilities of the sponsor:** <u>**Idaho State Board of Education**</u> must conduct, operate, and administer this program in accordance with all applicable provisions of Title 29 Code of Federal Regulations (CFR) part 29, subpart A and part 30, and all relevant guidance issued by the Office of Apprenticeship (OA). The sponsor must fully comply with the requirements and responsibilities listed below and with the requirements outlined in the document "Requirements for Apprenticeship Sponsors Reference Guide."

Sponsors shall:

- Ensure adequate and safe equipment and facilities for training and supervision and provide safety training for apprentices on-the-job and in related instruction.

- Ensure there are qualified training personnel and adequate supervision on the job.

- Ensure that all apprentices are under written apprenticeship agreements incorporating, directly or by reference, these Standards and the document "Requirements for Apprenticeship Sponsors," and that meets the requirements of 29 CFR § 29.7. Form ETA 671 may be used for this purpose and is available upon logging into RAPIDS.

- Register all apprenticeship Standards with the U.S. Department of Labor, including local variations, if applicable.

- Submit apprenticeship agreements within 45 days of enrollment of apprentices.

- Arrange for periodic evaluation of apprentices' progress in skills and technical knowledge, and maintain appropriate progress records.

- Notify the U.S. Department of Labor within 45 days of all suspensions for any reason, reinstatements, extensions, transfers, completions and cancellations with explanation of causes. Notification may be made in RAPIDS or using the contact information in Section K.

- Provide each apprentice with a copy of these Standards, Requirements for Apprenticeship Sponsors Reference Guide, Appendix A, and any applicable written rules and policies, and require apprentices to sign an acknowledgment of their receipt. If the sponsor alters these Standards or any Appendices to reflect changes it has made to the apprenticeship program, the sponsor will obtain approval of all modifications from the Registration Agency, then provide apprentices a copy of the updated Standards and Appendices and obtain another acknowledgment of their receipt from each apprentice.

- Adhere to Federal, State, and Local Law Requirements -- The Office of Apprenticeship's registration of the apprenticeship program described in these Standards of Apprenticeship on either a nationwide basis (under the National

Program Standards of Apprenticeship) or within a particular State, and the registration of individual apprentices under the same program, does not exempt the program sponsor, and/or any employer(s) participating in the program, and/or the individual apprentices registered under the program from abiding by any applicable Federal, State, and local laws or regulations relevant to the occupation covered by these Standards, including those pertaining to occupational licensing requirements and minimum wage and hour requirements.

The program's Standards of Apprenticeship must also conform in all respects with any such applicable Federal, State, and local laws and regulations. Any failure by the program to satisfy this requirement may result in the initiation of deregistration proceedings for reasonable cause by the Office of Apprenticeship under 29 CFR § 29.8.

B. Minimum Qualifications - 29 CFR §29.5(b)(10)

An apprentice must be at least <u>18</u> years of age, except where a higher age is required by law, and must be employed to learn an apprenticeable occupation. Please include any additional qualification requirements as appropriate (optional):

☒ Other *See Appendix A*

C. Apprenticeship Approach and Term - 29 CFR § 29.5(b)(2)

The apprenticeship program(s) will select an apprenticeship training approach. The approach is notated in Appendix A, APPRENTICESHIP APPROACH.

D. Work Process Schedule and Related Instruction Outline - 29 CFR § 29.5(b)(4)

Every apprentice is required to participate in related instruction in technical subjects related to the occupation. Apprentices ☐ **will** ☒ **will not** be paid for hours spent attending related instruction classes. The Work Process Schedule and Related Instruction Outline are outlined in Appendix A.

E. Credit for Previous Experience - 29 CFR § 29.5(b)(12)

Apprentice applicants seeking credit for previous experience gained outside the apprenticeship program must furnish such transcripts, records, affidavits, etc. that may be appropriate to substantiate the claim. **Idaho State Board of Education** will evaluate the request for credit and make a determination during the apprentice's probationary period.

F. Probationary Period - 29 CFR § 29.5(b)(8) and (20)

Every applicant selected for apprenticeship will serve a probationary period which may not exceed 25 percent of the length of the program or 1 year whichever is shorter. The probationary period is notated in Appendix A, PROBATIONARY PERIOD.

G. Ratio of Apprentices to Journeyworkers - 29 CFR § 29.5(b)(7)

Every apprenticeship program is required to provide an apprenticeship ratio of apprentices to journeyworkers for adequate supervision. The ratio is notated in Appendix A, RATIO OF APPRENTICES TO JOURNEYWORKERS.

H. Apprentice Wage Schedule - 29 CFR § 29.5(b)(5)

Apprentices must be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate. The progressive wage schedule is notated in Appendix A, APPRENTICE WAGE SCHEDULE.

I.   **Equal Employment Opportunity and Affirmative Action**

1.   **Equal Opportunity Pledge - 29 CFR §§ 29.5(b)(21) and 30.3(c)(1)**

Idaho State Board of Education will not discriminate against apprenticeship applicants or apprentices based on race, color, religion, national origin, sex (including pregnancy, gender identity, and sexual orientation), sexual orientation, genetic information, or because they are an individual with a disability or a person 40-years old or older.

Idaho State Board of Education will take affirmative action to provide equal opportunity in apprenticeship and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.

2.   **Affirmative Action Program - 29 CFR §§ 29.5(b)(21), 30.4-30.9**

Idaho State Board of Education acknowledges that it will adopt an affirmative action plan in accordance with 29 CFR §§ 30.4-30.9 (required for sponsors with five or more registered apprentices by two years from the date of the sponsor's registration or by two years from the date of registration of the program's fifth (5th) apprentice). Information and technical assistance materials relating to the creation and maintenance of an affirmative action plan will be made available on the Office of Apprenticeship's website.

3.   **Selection Procedures - 29 CFR § 30.10**

Every sponsor will adopt selection procedures for their apprenticeship programs, consistent with the requirements set forth in 29 CFR § 30.10(b). The selection procedures for each occupation for which the sponsor intends to train apprentices are noted in Appendix A, SELECTION PROCEDURES.

J.   **Complaint Procedures - 29 CFR §§ 29.5(b)(22), 29.7(k), 29.12, and 29 CFR § 30.14**

If an applicant or an apprentice believes an issue exists that adversely affects the apprentice's participation in the apprenticeship program or violates the provisions of the apprenticeship agreement or Standards, the applicant or apprentice may seek relief. Nothing in these complaint procedures precludes an apprentice from pursuing any other remedy authorized under another Federal, State, or local law. Below are the methods by which apprentices may send a complaint:

1.   **Complaints regarding discrimination.**   Complaints must contain the complainant's name, address, telephone number, and signature, the identity of the respondent, and a short description of the actions believed to be discriminatory, including the time and place. Generally, a complaint must be filed within **300** days of the alleged discrimination. Complaints of discrimination should be directed to the following contact:

U.S. Department of Labor, Office of Apprenticeship
200 Constitution Ave. NW, Washington, DC 20210
Telephone Number: (202) 693-2796
Email Address: ApprenticeshipEEOcomplaints@dol.gov
Point of Contact: Director, Division of Registered Apprenticeship and Policy
Attn: Apprenticeship EEO Complaints

You may also be able to file complaints directly with the EEOC, or State fair employment practices agency.

2. **Other General Complaints**. The sponsor will hear and attempt to resolve the matter locally if written notification from the apprentice is received within *15* days of the alleged violation(s). The sponsor will make such rulings as it deems necessary in each individual case within *30* days of receiving the written notification:

> Name: *Jenn Thompson*
> Address: *650 West State Street 3rd Floor Boise, 18856, 83702*
> Telephone Number: *(208) 332-1582*
> Email Address: *Jenn.Thompson@osbe.idaho.gov*

Any complaint described above that cannot be resolved by the program sponsor to the satisfaction of all parties may be submitted to the Registration Agency provided below in Section K.

K. Registration Agency General Contact Information 29 CFR § 29.5(b)(17)

The Registration Agency is the United States Department of Labor's Office of Apprenticeship. General inquiries, notifications and requests for technical assistance may be submitted to the Registration Agency using the contact information below:

> Name: *US/DOL/OA, Robert Snyder, Idaho State Director*
> Address: *1387 S. Vinnell Way, #110, Boise, ID 83709*
> Telephone Number: *208-321-2973*
> Email Address: *Snyder.robert@dol.gov*

L. Reciprocity of Apprenticeship Programs 29 CFR § 29.13(b)(7)

States must accord reciprocal approval for Federal purposes to apprentices, apprenticeship programs and standards that are registered in other States by the Office of Apprenticeship or a Registration Agency if such reciprocity is requested by the apprenticeship program sponsor.

Program sponsors seeking reciprocal approval must meet the wage and hour provisions and apprentice ratio standards of the reciprocal State.

SECTION II - APPENDICES AND ATTACHMENTS

☒ **Appendix A –** *Work Process Schedule, Related Instruction Outline, Apprentice Wage Schedule, Ratio of Apprentices to Journeyworkers, Type of Occupation, Term of Apprenticeship, Selection Procedures, and Probationary Period*

☐ **Appendix B –** *ETA 671 - Apprenticeship Agreement and Application for Certification of Completion of Apprenticeship (To be completed **after** registration. Sample attached)*

☐ **Appendix C –** *Affirmative Action Plan (Required within two years of registration unless otherwise exempt per 29 CFR §30.4(d))*

☐ **Appendix D –** *Employer Acceptance Agreement (For programs with multiple-employers only)*

SECTION III - VETERANS' EDUCATIONAL ASSISTANCE AS MANDATED BY PUBLIC LAW 116-134 (134 STAT. 276)

Pursuant to section 2(b)(1) of the Support for Veterans in Effective Apprenticeships Act of 2019 (Pub. L. 116-134, 134 Stat. 276), by signing these program Standards, the program sponsor official whose name is subscribed below assures and acknowledges to the U.S. Department of Labor's Office of Apprenticeship the following regarding certain G.I. Bill and other VA-administered educational assistance referenced below (and described in greater detail at the VA's website at: https://www.va.gov/education/eligibility) for which current apprentices and/or apprenticeship program candidates may be eligible:

(1) The program sponsor is aware of the availability of educational assistance for a veteran or other eligible individual under chapters 30 through 36 of title 38, United States Code, for use in connection with a registered apprenticeship program;

(2) The program sponsor will make a good faith effort to obtain approval for educational assistance described in paragraph (1) above for, at a minimum, each program location that employs or recruits an veteran or other eligible individual for educational assistance under chapters 30 through 36 of title 38, United States Code; and

(3) The program sponsor will not deny the application of a qualified candidate who is a veteran or other individual eligible for educational assistance described in paragraph (1) above for the purpose of avoiding making a good faith effort to obtain approval as described in paragraph (2) above.

NOTE: The aforementioned requirements of Public Law 116-134 shall apply to "any program applying to become a registered apprenticeship program on or after the date that is 180 days after the date of enactment of this Act" (i.e., September 22, 2020). Accordingly, apprenticeship programs that were registered by a Registration Agency before September 22, 2020, are not subject to these requirements.

SECTION IV - SIGNATURES

OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS

The undersigned sponsor hereby subscribes to the provisions of the foregoing Apprenticeship Standards formulated and registered by **Idaho State Board of Education.**, on this ___ day of _____, **2023.**

The signatories acknowledge that they have read and understand the document titled "Requirements for Apprenticeship Sponsors Reference Guide" and that the provisions of that document are incorporated into this agreement by reference unless otherwise noted.

_____
Signature of Sponsor (designee)

*Kathleen Shoup*_____
Printed Name

SECTION V - DISCLOSURE AGREEMENT—FOR NATIONAL PROGRAM STANDARDS AND LOCAL STANDARDS ONLY *(Optional)*

OA routinely makes public *general information* relating to Registered Apprenticeship programs. General information includes the name and contact information of the sponsor, the location of the program, and the occupation(s) offered. **OA routinely publicly releases the contents of applications for National Guidelines for Apprenticeship Standards.**

In addition, sponsors submitting National Program Standards or Local Standards have the option of allowing OA to share publicly the contents of a sponsor's application for registration to assist in building a high-quality National Apprenticeship System. This may include a copy of the Standards, Appendix A, and Appendix D (as applicable), but not completed versions of ETA Form 671 or Appendix C "Affirmative Action Plan" because those documents are submitted after a sponsor's application is approved and the program is registered. ***Please note that OA will consider a sponsor's application as releasable to the public unless the sponsor requests non-disclosure by signing below.***

I, _____, acting on behalf of **Idaho State Board of Education** request that OA *not* publicly disclose this application, other than general information about the program, as described above as it is considered confidential commercial information and steps are taken to preserve it. Further, I understand that if OA receives a request for this application pursuant to 5 U.S.C. 552, we may be contacted to support OA's withholding of the information, including in litigation, if necessary. I understand that my request that OA not publicly disclose this application will remain in effect, including with respect to subsequent amendments to this application, unless and until I notify OA otherwise.

_____   _____
Signature of Sponsor (designee)   *Date*

*Kathleen Shoup*_____
Printed Name

Appendix A

WORK PROCESS SCHEDULE

AND

RELATED INSTRUCTION OUTLINE

Appendix A
WORK PROCESS SCHEDULE
K-12 TEACHER
O*NET-SOC CODE: 25-3099.00   RAPIDS CODE: 3024CB

This schedule is attached to and a part of these Standards for the above identified occupation.

1. APPRENTICESHIP APPROACH

☐   Time-based   ☒   Competency-based   ☐   Hybrid

2. TERM OF APPRENTICESHIP

The term of the occupation shall be competency-based, supplemented by the minimum recommended 144 hours of related instruction per year. As per USDOL Circular 2016-1, Competency-based approach" [Section 29.5(b)(2)(ii)] provides for the apprentice's progression through apprenticeship through the acquisition of identified and measured competencies. Competencies should be identified and defined through a valid occupational-job task analysis method and directly related to the occupation and the on-the-job learning. Occupations need to be a minimum of 2,000 hours of on-the-job learning, as required by Section 29.4, Criteria for an apprenticeable occupation, and supplemented with the required related technical instruction. An apprentice must be registered in an approved competency-based occupation for twelve (12) calendar months of on-the-job learning. A competency-based approach does not require hours to be assigned in the processes. Maximum allowable credit for prior work experience is 50 percent of training.

The term of this **TEACHER** apprenticeship may be as many as 3 years with an OJL attainment of 6000 hours, supplemented by the minimum required 432 hours of related instruction.

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is: 2 Apprentice to 1 Journeyworker.

4. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, which is: $40,000 per year.

Period	Hours/Competencies	Minimum Wage
1	Year 1 apprentice	$10.00/hr
2	Year 2 apprentice	$11.00/hr
3	Year 3 apprentice	$12.00/hr

5. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of 90 days.

6. SELECTION PROCEDURES

Please see page A-10.

Appendix A
ON-THE-JOB LEARNING OUTLINE
K-12 TEACHER
O*NET-SOC CODE: 25-3099.00   RAPIDS CODE: 3024CB

REQUIREMENTS:

To enter the Apprenticeship Program:

An apprentice must be at least 18 years of age, except where a higher age is required by law, and must be employed to learn an apprenticeable occupation.

☒ There is an educational requirement of: Obtained a high school diploma/GED

☐ There is a physical requirement of:

☐ The following aptitude test(s) will be administered:

☐ A valid driver's license is required.

☐ Other:

ON-THE-JOB LEARNING – WORK PROCESS SCHEDULE

Every registered apprenticeship teacher program includes structured on-the-job learning. On-the-job training is developed through mapping the skills and knowledge that the apprentice must learn over the course of the registered apprenticeship teacher program in order to be fully proficient in the job.

ON-THE-JOB LEARNING:

Alignment of the Idaho Framework for Teaching Evaluation:

On – The – Job Learning Competencies:
- State-Board Approved Idaho Framework for Teaching Evaluation
  - Use of Idaho Framework for Teaching Evaluation Rubrics

Idaho Framework for Teaching Evaluation

Domain 1 – Planning and Preparation
i.   *Demonstrating Knowledge of Content and Pedagogy*
ii.   *Demonstrating Knowledge of Students*
iii.   *Setting Instructional Outcomes*
iv.   *Demonstrating Knowledge of Resources*
v.   *Designing Coherent Instruction*
vi.   *Designing Student Assessments*

Domain 2 – The Classroom Environment
i.   *Creating an Environment of Respect and Rapport*
ii.   *Establishing a Culture for Learning*
iii.   *Managing Classroom Procedures*
iv.   *Managing Student Behavior*
v.   *Organizing Physical Space*

Domain 3 – Instruction and Use of Assessment
    i.   *Communicating with Students*
    ii.   *Using Questioning and Discussion Techniques*
    iii.   *Engaging Students in Learning*
    iv.   *Using Assessment in Instruction*
    v.   *Demonstrating Flexibility and Responsiveness*

Domain 4 – Professional Responsibilities
    i.   *Reflecting on Teaching*
    ii.   *Maintaining Accurate Records*
    iii.   *Communicating with Families*
    iv.   *Participating in a Professional Community*
    v.   *Growing and Developing Professionally*
    vi.   *Showing Professionalism*

Additional Requirements:

- Idaho Teacher Evaluation using the State-Board Approved Idaho Framework for Teaching Evaluation for each year serving as an apprentice.
    - Basic or better in all twenty-two (22) components upon culmination of the apprenticeship program.
- Individualized Professional Learning Plan for each year serving as an apprentice.

The eligible endorsements that an apprentice can seek are:

- *All Subjects (K-8)*
- *American Government/Political Science (5-9 or 6-12)*
- *Biological Science (5-9 or 6-12)*
- *Bilingual Education (K-12)*
- *Communication (5-9 or 6-12)*
- *Chemistry (5-9 or 6-12)*
- *Early Literacy (K-3)*
- *Computer Science (5-9 or 6-12)*
- *Economics (5-9 or 6-12)*
- *Earth and Space Science (5-9 or 6-12)*
- *English (5-9 or 6-12)*
- *Engineering (5-9 or 6-12)*
- *Geography (5-9 or 6-12)*
- *English as a Second Language (ESL) (K-12)*
- *Health (5-9, 6-12 or K-12)*
- *Geology (5-9 or 6-12)*
- *Humanities (5-9 or 6-12)*
- *History (5-9 or 6-12)*
- *Literacy (K-12)*
- *Journalism (5-9 or 6-12)*
- *Mathematics – Middle Level (5-9)*
- *Mathematics (6-12)*
- *Natural Science (6-12)*
- *Music (5-9, 6-12 or K-12)*
- *Physical Science (5-9 or 6-12)*
- *Physical Education (PE) (5-9, 6-12, or K-12)*
- *Psychology (5-9 or 6-12)*
- *Physics (5-9 or 6-12)*
- *Social Studies (6-12)*
- *Science – Middle Level (5-9)*
- *Sociology (5-9 or 6-12)*
- *Social Studies – Middle Level (5-9)*
- *Teacher Librarian (K-12)*
- *Anthropology (5-9 or 6-12)*
- *Visual Arts (5-9, 6-12 or K-12)*
- *Theater Arts (5-9 or 6-12)*
- *World Language (5-9, 6-12 or K-12)*
- *Visual Impairment (K-12)*
    - *Chinese, French, German, Japanese, Latin, Russian, Spanish, etc.*

If apprentice is seeking a secondary endorsement, additional content specific training will be required on an individualized basis and recorded in the Individualized Professional Learning Plan (IPLP).

Appendix A
RELATED INSTRUCTION OUTLINE
K-12 TEACHER
O*NET-SOC CODE: 25-3099.00   RAPIDS CODE: 3024CB

Apprentice Orientation Checklist and Apprenticeship Agreement Form 671

Per 29 CFR 29.5, prior to signing the apprenticeship agreement, each selected applicant must be given an opportunity to read and review the sponsor's Apprenticeship Standards approved by the Office of Apprenticeship, the sponsor's written rules and policies, the apprenticeship agreement, and the sections of any collective bargaining agreement (CBA) that pertain to apprenticeship. After selection of an applicant for apprenticeship, but before employment as an apprentice or enrollment in related instruction, the apprentice must be covered by a written apprenticeship agreement, which must be submitted to the Office of Apprenticeship.

It is the responsibility of the sponsor to submit the following proof of apprentice consent by uploading the following documents signed by the apprentice to the apprentice's RAPIDS profile:

1. *Signed Form 671 (apprentice agreement)*
2. *Signed Apprentice Orientation Checklist*

Visit the Idaho Sponsor Success Guide – Onboarding Apprentices to download required document templates.

RELATED INSTRUCTION DESCRIPTIONS:

Apprentice Orientation

Idaho Department of Labor to Apprentice Orientation Training Program:

https://labor-idaho.hubspotpagebuilder.com/apprentice-mentee-training-program

The Apprentice Orientation Program is designed to help you become a stronger, more agile team member and learner. In under three hours, you'll learn how promote an innovative and collaborative work environment, advance your team's competitive edge, and reach your maximum potential with the guidance of your mentor. Take the future into your own hands and become a better mentee today.

USDOL Anti-Harassment Video:
https://www.dol.gov/agencies/eta/apprenticeship/eeo/harassment/video

Informational video from the USDOL regarding Anti-Harassment created specifically for apprenticeship programs.

Apprentices receive related training and instruction that complements on-the-job learning. This instruction delivers the technical, workforce, and academic competencies that apply to the job. It can be provided by a college, a technical school, an apprenticeship training school, or by the employer itself. Credit for prior learning may be provided by public Educator Preparation Providers as stated in Idaho State Board of Education Policy III.L Prior Learning III.L. - Prior Learning | Idaho State Board of Education.

Related Instruction for a General Education Teacher is determined by the Local Education Agency and indicated in the IPLP. The IPLP may be used to outline the apprentice's professional development and direct instruction, identify goals and interventions, and guide the related training and instruction. Evidence of proficiency is collected from apprentice practice.

The Sponsor recognizes relevant course completions earned in several ways, including college coursework in high school, transferred credits from other institutions, standardized subject tests, and various industry and agency training and certifications.

Recommended options for courses (or their equivalent) are below. Total course load is 144 hours per 2000 hours of On-the-Job Learning within the apprenticeship training period.

Apprentices receive related training and instruction that complements on-the-job learning. This instruction delivers the technical, workforce, and academic competencies that apply to the job.

The related technical instruction is based on the Idaho Teaching Standards and Comprehensive Literacy Standards. The related technical instruction may also be addressed in the on-the-job learning.

The IPLP may be used to outline the apprentice's related technical instruction and learning, identify goals, and interventions. Evidence of proficiency is collected from apprentice practice.

Idaho Teaching Standard	Date Achieved	Initials
Standard 1: Learner Development. The apprenticeship 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 apprentice 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 apprentice 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 apprentice 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 apprentice 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 apprentice 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 apprentice 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 apprentice 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 apprentice 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 apprentice 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: American Indian Tribes in Idaho The teacher candidate should be able to distinguish between each of the federally recognized tribes with respect to the retention of their ancestral lands in Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Nez Perce Tribe, Shoshone-Bannock Tribes, and the Shoshone-Paiute Tribes. Teacher candidates build capacity in learners to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences. ** The federal, state, local, and tribal governments of Idaho* *recognize the unique inherent self-determination of each tribe.*		

The self-determination of each tribe recognizes Indigenous peoples as peoples, rather than populations or national minorities. The tribes are separate and distinct from each other.		
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.		

Additional Requirements:

- Passing grade for the Idaho Comprehensive Literacy Course or Passing score on the Comprehensive Literacy Assessment
- Passing grade for the Teaching Mathematical Thinking Course
  - (K-8 Endorsements and Secondary Math Endorsements)
- Passing score on the Idaho State-Board Approved Content Assessment
  - An apprentice may receive an endorsement, indicated in these standards, for each State-Board approved content assessment that is passed while enrolled in the Registered Teacher Apprenticeship Program.

SELECTION PROCEDURES:

The process for finding and selecting the best talent possible for an apprenticeship opening position includes the following:

The employer may post open positions on career sites or the company's internal career board to solicit applications.

Applications will be pre-screened to eliminate candidates who do not meet the basic qualifications requirements of the position.

Those applicants that meet basic qualifications will be processed through an assessment to screen out those who lack the desire and interest for the apprenticeship. Screening applicants will be performed through interviews and job simulations to select candidates with the highest potential for apprenticeship success.

The Apprentice(s) will be selected based on the most qualified candidate.

Applicants that have accepted the position will be registered within 45 days.

The apprenticeship selection process and procedures will be uniformly and consistently applied to all applicants.

Any applicant who feels that they were wrongfully denied entry into the apprenticeship program may appeal the decision using the applicant appeals procedure described in Section J of the Standards.

The Local Education Agency will ensure public notification of apprenticeship positions, the application period, and that a review of applications is conducted to determine qualified candidates. Applicants to the program must meet the minimum qualifications described in the Registered Teacher Apprenticeship Standards.

The employer must approve all apprentices.

The selection process should be grounded in the following principles:

Identification of candidates who have a strong interest in and commitment to serving the students and communities where apprentices will be working.

Processes to ensure potential apprentices have the background knowledge, dispositions, and basic skills that are needed to succeed in the apprenticeship and in the occupation.

The sponsor and employers will provide equal opportunity for all qualified candidates in the apprenticeship program and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.

The application process should include a process to ensure an appropriate match between apprentices and mentor teachers, such as an interview.

Recruitment methods will depend on whether the apprenticeship program is designed exclusively

for current school employees (e.g., paraprofessionals) or is open to the general public. In either case, the sponsor and local education agency will abide by the affirmative action plan. In all cases, sponsors will seek to recruit apprentices who are reflective of the local community and who increase the diversity of the teacher workforce in terms of gender, race/ethnicity, linguistic diversity, and disability status.

Maintenance of Applications and Selection Records

The sponsor and participating employer will keep adequate records according to their own internal systems, policies, and procedures. There will be no undue burden placed on the company in regarding to hiring the applicant as their apprentice. The items and records maintained, including qualifications of each applicant; the basis for evaluation for selection or rejection of each applicant; the records pertaining to interviews of applicants; the original application for each applicant; information relative to the operation of the apprenticeship program, including, but not limited to, job assignment, promotion, demotion, layoff, or termination; rates of pay or other forms of compensation or conditions of work; hours including hours of work and, separately, hours of training provided; and any other records pertinent to a determination of compliance with 29 CFR § 30, as may be required by the U.S. Department of Labor.

The records pertaining to individual applicants selected will be maintained in such manner as to permit the identification of race, gender, or ethnicity.

Records will be maintained for 5 years from the date of last action and made available upon request to the U.S. Department of Labor or other authorized representative.

SPONSOR OBLIGATION TO PREVENT HARASSMENT AND INTIMIDATION OF APPRENTICES:

Under the National Apprenticeship Act of 1937, OA is conferred the responsibility to protect the safety and welfare of apprentices. Pursuant to this authority, OA has issued regulations designed to ensure that apprentices participating in the National Apprenticeship System are free from unlawful discrimination, harassment, intimidation, and workplace violence. In all states under 29 CFR 30.3(b)(4), sponsors are obligated to develop and implement procedures to ensure that its apprentices are not harassed because of their race, color, religion, national origin, sex, sexual orientation, age (40 or older), genetic information, or disability and to ensure that its apprenticeship program is free from intimidation and retaliation as prohibited by §30.17.

Harassment and intimidation of any apprentices is intolerable and unacceptable. Program sponsors are obligated under 29 CFR Part 30 to design and implement internal procedures and adopt practical measures for effectively addressing and mitigating harassment risks to apprentices, as well as for promptly handling and resolving apprentice complaints about harassment and intimidation. Additionally, sponsors are responsible for ensuring affiliated and contracted employers do not ignore, tolerate, or encourage any conduct that suggests acceptance of such behaviors.

Incidents of harassment and intimidation of apprentices warrant swift and decisive action from sponsors to prevent reoccurrences and promote environments of tolerance and equity in the workplace so that all apprentices feel safe, welcomed, and treated fairly.

Examples of practical measures sponsors may employ to combat incidents of harassment, discrimination, and intimidation include, but are not limited to:

- designating an individual or office within the employing organization to handle harassment complaints and effectively address harassment risks;

- establishing disciplinary guidelines and procedures for holding offending persons accountable for their actions;

- adopting a process for immediately referring incidents of workplace harassment that involve assault or other crimes to law enforcement agencies; and

- providing supportive services (such as counseling) to apprentices who have experienced harassment and intimidation in the workplace.

OA prohibits, and sponsors must be vigilant in preventing, retaliation against any apprentice for making a good-faith report of harassing conduct, opposing any harassing behavior or other form of discrimination, cooperating with or participating in any investigation of alleged harassing conduct, or otherwise engaging in protected activity.

Harmful and malicious conduct must never be ignored, tolerated, or abetted by program sponsors or participating employers. Apprentices of all racial, ethnic, sexual, religious, and disability backgrounds are entitled to a workplace that is safe, welcoming, and free of both physical and emotional abuse. When made aware of such conduct, the failure of RAP sponsors or an SAA to take immediate action to address and eradicate said conduct could result in the initiation of enforcement proceedings by the Office of Apprenticeship, as well as other governmental agencies, against those parties. Regulatory compliance dictates all reasonable measures be put forth to avoid such an outcome. Sponsors can work towards eliminating harassment by promoting awareness, steadfastly committing to the principles of diversity, equity, inclusion and accessibility (DEIA), and taking swift action to report and hold accountable those who engage in harassing behavior.
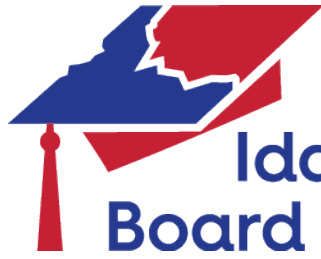
**Idaho State
Board of Education**

650 W. State Street ● Room 307 ● Boise, ID ● 83702

P.O. Box 83720 ● Boise, ID ● 83720-0037

Registered Teacher Apprenticeship Work Group Members

Work Group Member	Work Group Member Work Location	Work Group Member Role
Sungti Hsu	AAQEP	Chief Relations Officer
Randy Jensen	American Falls School District	School Superintendent
Jim Foudy	Blaine County School District	School Superintendent
Dr. Heather Williams	Boise State University	Curriculum, Instruction, and Foundational Studies – Department Chair, Superintendent Program Director, Board Trainer, Rural Education Collaborative, Network of Leaders and Learners
Tracey Meyerhoeffer	College of Southern Idaho	Department Chair, NTEP Program
Kristi Enger	Division of Career Technical Education	Certification Director
Tracie Bent	Division of Career Technical Education	Chief Administrative Officer
Paula Kellerer	Idaho Business for Education	Vice President – Youth Apprenticeships
Connie Hites	Idaho Department of Labor	Apprenticeship Coordinator - Operations Agreements and Funding
Gina Robison	Idaho Department of Labor	Apprenticeship Program Supervisor
Michelle Stout	Idaho Department of Labor	Apprenticeship Coordinator - Program Development
Layne McInelly	Idaho Education Association	President
Peggy Hoy	Idaho Education Association/NEA Director	Mentor Teacher, IEA/NEA Director
Cina Lackey	Idaho State Department of Education	Certification Director
Johanna Jones	Idaho State Department of Education	Indian Education Coordinator
Ryan Cantrell	Idaho State Department of Education	Deputy State Superintendent
Representative Julie Yamamoto	Idaho State Legislature	Representative, Education Committee
Representative Sonia Galaviz	Idaho State Legislature	Representative, Education Committee
Dr. Emma Wood	Idaho State University	Educator Preparation Provider Assistant Dean
Thoretta Short	Lake Pend Oreille School District	Human Resources Specialist
Mark Gee/Lisa Pennington (Assistant Superintendent)	Middleton School District	School Superintendent
Dr. Lori Sanchez	Northwest Nazarene University	Educator Preparation Provider Dean
Jenn Thompson	Office of the Idaho State Board of Education	Chief Policy and Government Affairs Officer
Kathleen Shoup	Office of the Idaho State Board of Education	Educator Effectiveness Program Manager
Elizabeth Standafer	RTI - International	Senior Education Research Analyst
Olivia Rice	RTI - International	Education Research Analyst
Dr. Linda Clark	State Board of Education	State Board of Education President
Brady Dickinson	Twin Falls School District	School Superintendent
Scott Clark	Twin Falls School District	Assistant Principal

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Registered Teacher Apprenticeship Work Group

And Meeting Schedule

Main Work Group	EPP Work Group
July 20, 2023	August 17, 2023 (All EPPs invited)
September 26, 2023	November 2, 2023 (All EPPs invited)
November 9, 2023	Spring/2024 - TBD
Superintendent Meetings	**Bill Sponsor Meeting**
Aug. 8, 2023 Region 3 - SIC MTG	June 27, 2023 (Senator Carrie Semmelroth and Senator Janie Ward-Engelking)
Sept. 11, 2023 Region 5 - Reg. Supt. MTG	
Sept. 13, 2023 Region 3 - Reg. Supt. MTG	
Sept. 20, 2023 Region 2 - Reg. Supt. MTG	
Sept. 21, 2023 Region 1 - Reg. Supt. MTG	
Sept. 20, 2023 Region 4 - Reg. Supt. MTG	

SUBJECT
2022-2023 (FY24) Idaho Educator (Teacher) Pipeline Report

REFERENCE

August 2016	The Board established a workgroup to provide feedback and recommendations regarding the educator pipeline challenges and solutions.
April 2017	The Board received recommendations from the workgroup.
October 2017	The Board approved the recommendations of the teacher pipeline workgroup, committing to focus areas of attract/recruit, prepare/certify, and retain.
December 2017	The Board received the 2016-2017 Educator Pipeline Report.
December 2018	The Board received the 2017-2018 Educator Pipeline Report.
February 2020	The Board received the 2019 Our Kids, Idaho's Future task force subcommittee reports, which included the 2018-2019 Teacher Pipeline Report update along with additional retention data as part of the educator pipeline subcommittee report.
April 2022	The Board received the 2020-2021 Idaho Educator Pipeline Report.
February 2023	The Board received the 2021-2022 Idaho Educator Pipeline Report.

APPLICABLE STATUTE, RULE, OR POLICY
Sections 33-1201 – 1207, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

BACKGROUND
In December 2015 the Board was presented with a first look at various data points throughout the educator pipeline. In August 2016, the Board established a workgroup tasked with making recommendations for supports and improvements to Idaho's educator pipeline. The workgroup was made up of individuals nominated by the various stakeholder representative organizations with a focus on those individuals working in our public school system and approved educator preparation programs along with additional state policy makers. The workgroup convened throughout 2017.

2017 Educator Pipeline Workgroup recommendations included:

1. Develop an Idaho Teacher Supply and Demand Report consisting of multiple data points to determine if, where, and why a teacher shortage exists in Idaho.
2. Begin developing a coherent policy dialogue.
3. Define recommendations in the areas outlined below:
   a. Attract/Recruit: Openly promote teaching as a profession to boost public perception; Continue to support higher salaries and compensation packages.
   b. Prepare/Certify: Expand options in preparation and certification to include mastery-based preparation programs that account for experiential credit; closer alignment between secondary and postsecondary education to expedite preparation for high school students interested in teaching.
   c. Retain: Development and support for teachers including induction programs and greater teacher-leader opportunities; emphasize evaluation for the purpose of professional growth and measurable outcomes that are teacher driven; and mentor teacher resources.

The resulting 2016-2017 Teacher Pipeline Report was the first comprehensive effort to investigate and provide recommendations for pipeline issues specific to Idaho. Subsequent reports have been updated based on data from the most recently completed academic year. The 2018-2019 report was incorporated into the final recommendations made by the Our Kids, Idaho's Future Task Force. A report was not completed for the 2019-2020 academic year due to impact of the pandemic.

DISCUSSION

The 2022-2023 Educator Pipeline Report examines data on teacher supply, demand, and retention. A selection of the key findings from the report are listed in the executive summary. The report concludes with a recap of relevant current projects and recommendations for future areas of focus.

Key findings include:

Idaho is a state facing population growth. As the population is projected to continue to boom in coming years, the demand for educators to serve the increased population of students is also expected to grow. Preliminary estimates show an older population of residents moving to Idaho, but additional work will need to be done to identify how overall in-migration to Idaho affects public school student enrollment.

New educators from Idaho's educator preparation programs and out-of-state transfers are hypothetically sufficient to fulfill the staffing needs of local education agencies across the state—yet most individuals who hold a valid Idaho certificate do not serve in Idaho public schools. Additionally, although the number of new educators accepting positions in Idaho schools has steadily increased over time,

the current rate of growth is unlikely to address the projected demand unless Idaho dramatically improves its ability to retain the qualified educators it already has.

There are strong indications that the increases in base compensation associated with the career ladder have had a positive impact on this front. The retention rate among educators in their first seven years of service has seen meaningful improvement, and local education agencies along the state's border no longer seem to face more serious retention issues than their interior counterparts. However, there are still substantial opportunities for improvement—especially when it comes to retaining the state's most experienced educators and those who teach in rural locales. Identifying policy mechanisms that can address those needs will be vital to avoiding a worsening shortage as an unusually large cohort of teachers with over 10 years of experience moves closer to retirement.

While improvements have been made in the three original areas of improvement recommended by the Educator Pipeline workgroup in 2017 (Attract/Recruit, Prepare/Certify, and Retain), ongoing work in the same three areas is needed to assure we will be able to meet the needs of Idaho's public schools for highly effective, student-ready teachers.

Board staff will be working with the Planning, Policy and Governmental Affairs Committee and education stakeholders to further identify strategies and policy amendments to help strengthen Idaho's educator pipeline.

IMPACT
The attached report will help inform future initiatives of the Board related to addressing teacher shortages, recruitment, and retention across the state and provide state policy makers on the status of Idaho's educator pipeline.

ATTACHMENTS
Attachment 1 – FY23 Idaho Educator Pipeline Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS
Board staff recommendations are included at the conclusion of the report.   These recommendations include continued focus on initiatives to attract and recruit new teachers, including the development of varied pathways to certification as well as a new focus on initiatives to retain teachers, including the development of strong mentorship programs.

BOARD ACTION
This item is for informational purposes only.

Idaho State
Board of Education

Educator Pipeline Report

December 13, 2023

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FIGURES AND TABLES

EXECUTIVE SUMMARY

Introduction

Staffing challenges are among the most significant concerns cited by Idaho's local education agencies (LEAs). Given the important role that experienced educators play in student success, understanding the factors that influence the state's educator pipeline are key to driving continuous improvement in policy and practice in our state. A report on Idaho's educator pipeline has been developed for the State Board of Education annually since 2016 (excepting 2020 and 2021 due to the impact of the COVID-19 pandemic).

This report examines educator supply and demand across the last five years, and in keeping with previous submissions, focuses primarily on instructional staff (teachers). In addition, the report also contains some important data regarding other certificated staff, including administrators and pupil services staff.

During the 2022-2023 school year, Idaho's public education system served 318,979 students across grades K-12 with an instructional staff of 19,160 teachers, 1,016 school administrators, and 1,545 pupil services staff.

Because all students deserve a high-quality education, it is important to ensure that they are served by high-quality teachers who are skilled in content knowledge and pedagogy, and who are prepared to support the complex academic needs of students.

Teachers persist in their profession when they feel that they are valued, that their work is important, and have the support to develop the competence needed to meet the many responsibilities and complex student needs. Veteran teachers, in addition to novice teachers, have varied needs and are at different stages in their career. For these reasons it is crucial to remain focused on the issues that impact teacher recruitment and retention.

References and national recommendations for improving teacher recruitment and retention are provided at the end of the report.

Key Findings

- **Idaho schools struggle to fill open positions.**
  - Several specific areas of teaching are identified as shortage areas in Idaho's 2023-2024 Teacher Shortage Area report. Shortages exist in areas such as special education, elementary core subjects, and mathematics.

- **The use of alternative pathways to certification is increasing across the state.**
  - Alternative authorizations and emergency provisional certifications are being requested by local education agencies at a higher rates in 2023 than in 2019. Central and East Central Idaho are more impacted than other parts of the state.

- **Idaho's five-year teacher retention rate is low.**
  - While nearly 10% higher than the national average, Idaho's five-year retention rate for new teachers is only 63%.

- **Teacher salaries are not yet competitive.**
  - Despite significant increases made in recent years, Idaho's average teacher salary remains among the lowest 10 in the nation, and is lower than in all but one adjacent state.

- **Idaho's teacher population is aging.**
  - The age range of 40-55 is increasing at a higher rate than other age groups. The age group 30 and younger is growing more slowly than in previous years.

EDUCATOR STAFFING

Educator Staffing

The table below shows Idaho's educator staffing levels for the last five years. The table specifically identifies the actual employee count, the full time equivalent (FTE) total, total base salaries for the state, and the full time equivalent (FTE) average base salary by role and school year.

	Role	Actual Employee Count	FTE Employee Total	Total Base Salaries	FTE Average Base Salary
2022-2023	District Administrators	419	363.15	$39,336,263	$108,320
	School Administrators	1,016	947.37	$86,482,949	$91,287
	Pupil Services	1,545	1,447	$88,006,654	$60,803
	Instructional	19,160	18,258.94	$1,014,775,446	$55,577
		22,140	21,016.86	$1,228,601,313	$58,458
2021-2022	District Administrators	401	344.82	$35,625,841	$103,317
	School Administrators	1,041	941.28	$80,261,605	$85,269
	Pupil Services	1,515	1,399.87	$82,145,636	$58,681
	Instructional	19,262	18,097.34	$963,330,751	$53,231
		22,219	20,783.31	$1,161,363,833	$55,880
2020-2021	District Administrators	393	334.27	$32,904,724	$98,438
	School Administrators	1,017	920.62	$75,237,606	$81,725
	Pupil Services	1,447	1,336.81	$75,176,023	$56,235
	Instructional	18,971	17,777.98	$905,838,768	$50,953
		21,828	20,369.68	$1,089,157,121	$53,470
2019-2020	District Administrators	388	328.49	$32,603,103	$99,251
	School Administrators	997	878.61	$73,837,540	$84,039
	Pupil Services	1,435	1,326.70	$74,997,855	$56,530
	Instructional	21,426	17,252.29	$894,761,873	$51,863
		24,246	19,786.09	$1,076,200,371	$54,392
2018-2019	District Administrators	402	327.95	$31,525,265	$96,128
	School Administrators	940	849.40	$69,501,299	$81,824
	Pupil Services	1,382	1,269.04	$69,504,670	$54,769
	Instructional	20,077	16,572.08	$826,369,990	$49,865
		22,801	19,018.47	$996,901,223	$52,418

Table 1: Educator Staffing

EDUCATOR CERTIFICATES

Certification Requirements

Educators in Idaho must meet the requirements established by statute and administrative rule to be eligible to work in an Idaho public school district or charter school. Figure 1 below shows the total number of individuals who hold an educator certification. The number of individuals who hold an instructional certification (teachers) stands in contrast to the total number of teachers employed by LEAs as reported in Table 1 (previous page). In 2022-2023, Idaho had 19,160 teachers actively working in the field. This means that approximately 9,000 teachers who hold active instructional certificates were not serving in a teaching role.

More research would be necessary to understand the factors influencing the discrepancy between certificated teachers working in the filed and certificated teachers who are not working in the field.

In recent years, national research has suggested that multiple pathways to certification can help improve teacher recruitment. These best practices are reflected in our state. Idaho offers several pathways to educator certification: traditional, non-traditional, alternative, and emergency. Additionally, a new apprenticeship pathway is currently in development with an anticipated roll out in spring of 2024.

Traditional and Non-Traditional Preparation

Idaho offers several traditional and non-traditional pathways to certification. Individuals who have completed a traditional educator preparation program at an Idaho college or university can seek to apply for an initial five-year standard Idaho certificate. Individuals who have completed a non-traditional educator preparation program can seek to apply for a three year interim Idaho certificate with the State Department of Education.

Applicants from out of state must have completed an educator preparation program and/or hold a current valid certificate in another state. The out of state applicant can seek to apply for a three year interim certificate. Interim certificates have additional requirements that must be met before the individual may apply for a standard five year Idaho certificate.

Educators are required to renew a standard certificate every five years and must submit evidence of completion of six credits with their renewal application. At least three of those credits must be transcripted credit.

Idaho currently has 2,906 individuals who have an administrator certificate, 27,997 individuals who have an instructional staff certificate, 2,593 individuals who have a pupil service staff certificate, and 1,798 individuals who have a career technical education staff and administrators certificate.
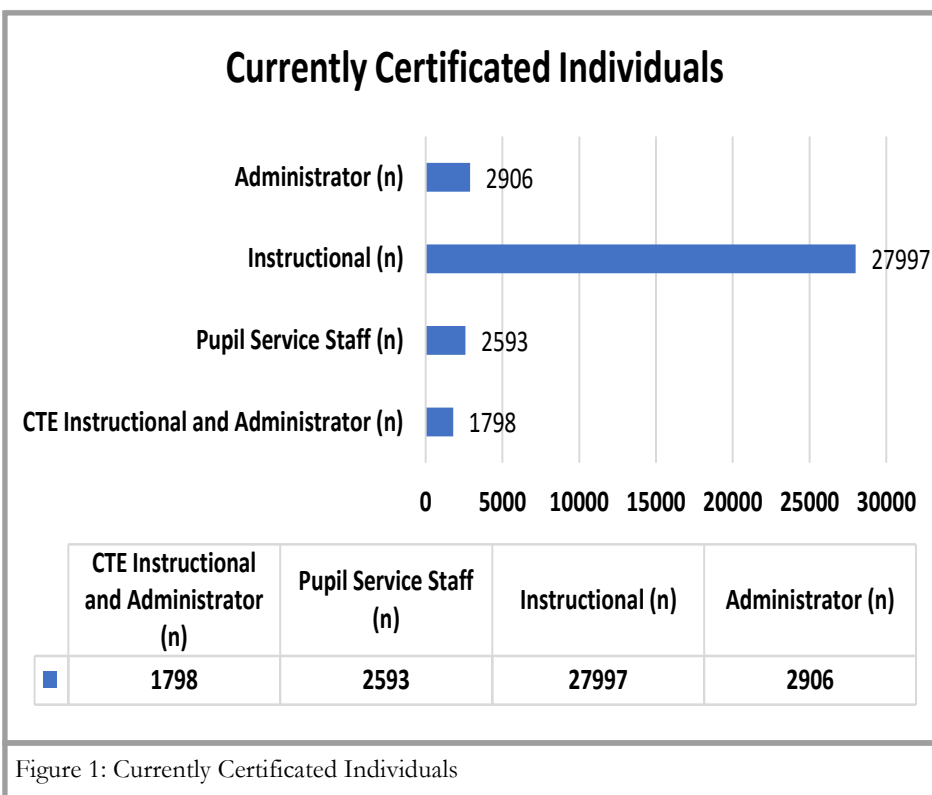
Currently Certificated Individuals

	Administrator (n)	2906
Instructional (n)		27997
Pupil Service Staff (n)		2593
CTE Instructional and Administrator (n)		1798

0   5000   10000   15000   20000   25000   30000

CTE Instructional and Administrator (n)	Pupil Service Staff (n)	Instructional (n)	Administrator (n)
1798	2593	27997	2906

Figure 1: Currently Certificated Individuals

Education Preparation Providers

Every Idaho student deserves a high-quality, learner-ready educator. Idaho has a total of ten educator preparation providers tasked with preparing new teachers to enter the field. Idaho has both traditional and non-traditional educator preparation programs. Each program provides different pathways to an educator certification.

Traditional education preparation providers:

- Boise State University
- Brigham Young University—Idaho
- College of Idaho
- Idaho State University
- Lewis-Clark State College
- Northwest Nazarene University
- University of Idaho

Non-traditional education preparation providers:

- American Board (ABCTE)

- College of Southern Idaho
- Lewis-Clark State College
- Teach for America—Idaho.

Idaho's annual Title II report, available online at Title II - Welcome (ed.gov), examines educator preparation program enrollment count and completer count in detail. Figure 9 below summarizes enrollment and completer trends from the 2016-2017 school year through the 2020-2021 school year across all educator preparation programs.

The most current Title II report reflects data from the 2020-2021 academic year report. The state was required to verify the 2021-2022 report by the end of October, 2023. More recent data will be available next year.

In each of the last five years, there has been a gap between the number of enrollments and the number of completers. While the gap widened during the pandemic years, it appears to have been increasing pre-pandemic. Specifically, the count of educator preparation program enrollment has seen a steady increase from 2018-2019 to 2020-2021. In contrast, the count of educator preparation program completers has increased at a much slower pace.

As the widening of this gap began pre-pandemic, it will be important to evaluate whether the trend has continued as 2022 and 2023 data become available to determine whether the pre-pandemic levels represent a more consistent range or are indicative of a new trend.

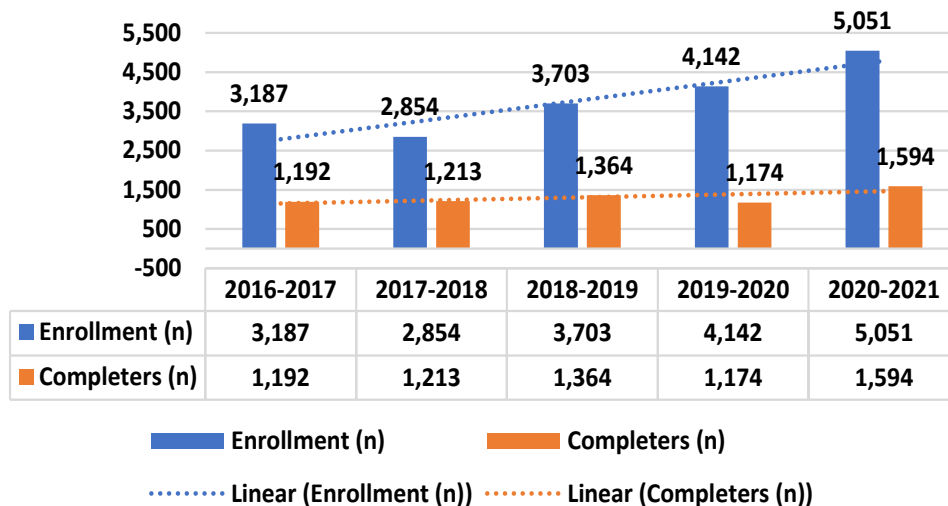### Educator Preparation Program Enrollment and Completers

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Enrollment (n)	3,187	2,854	3,703	4,142	5,051
Completers (n)	1,192	1,213	1,364	1,174	1,594

Figure 2: Educator Preparation Program Enrollment and Completers

EDUCATOR ALTERNATIVE CERTIFICATES

Alternative Authorizations

Various alternative and non-traditional routes to educator certification are defined in IDAPA 08.02.02 subsections 016, 021, and 042.

Alternative Authorizations are used by school districts and charter schools looking to fill a position with a candidate who does not hold an appropriate certificate and endorsement. The Alternative Authorization allows for the district or charter school to hire educators to work as a certificated educator while completing the requirements for full certification. An Alternative Authorization grants a three year interim certificate that allows the individual to serve as the teacher of record while pursuing standard certification.

Emergency Provisional Certificates

An Emergency Provisional certificate allows a school district and charter school to request a one year certificate/endorsement in an emergency situation for a teacher who does not hold the required Idaho certificate/endorsement and is not otherwise qualified to pursue other alternative authorization pathways. An emergency provisional certificate may be used to fill a position as long as the candidate has completed 2 years of college education and the district has declared an emergency.

The figures on the next two pages show the count of alternative certificates issued by region by year. The highest number of educators are employed in region 3 (southwest Idaho). However, this region, the most urban region of Idaho, has a relatively low usage rate for alternative authorizations.

The data also indicate that region 4 and region 6, which are more rural areas of the state, have higher usage rates of alternative authorizations than other regions. Interestingly, region 4 also has the highest usage rate of emergency provisional certifications. Based on this data, it appears that teacher recruitment remains most difficult in rural areas of the state.
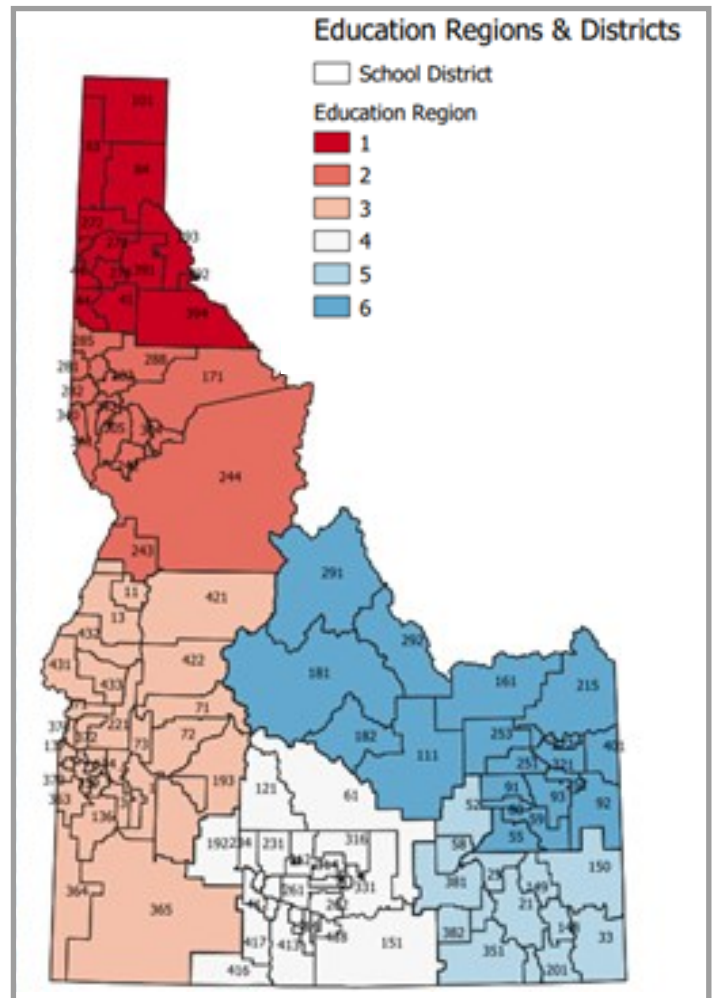
It may be important to further study the impact of

Figure 3: Idaho Education Regions and School Districts

physical proximity to the state's boarder on the district or charter school's usage rate of alternative authorizations and emergency certifications.

Rural / Underserved Educator Incentive Program

Section 33-6501, Idaho Code establishes the Rural and Underserved Educator Incentive program to assist teachers who work and live in rural areas. Grants awards are limited to $12,000 over four years of continued eligibility. During the 2022-2023 school year, 496 awards were dispersed to selected awardees. During the 2023-2024 application cycle, 338 applications have been received. The program is administered by the Office of the State Board of Education.

EDUCATOR ALTERNATIVE CERTIFICATES

Educator Alternative Certificates

Figure 4: Region 1 Educator Alternative Authorizations and Emergency Provisional Certificates

Over 5% of the teacher certificates in region 1 are identified as an Alternative Authorization or Emergency Provisional certificate. Alternative Authorizations and/or Emergency Provisional certificates are issued when a local education agency has unfilled position.
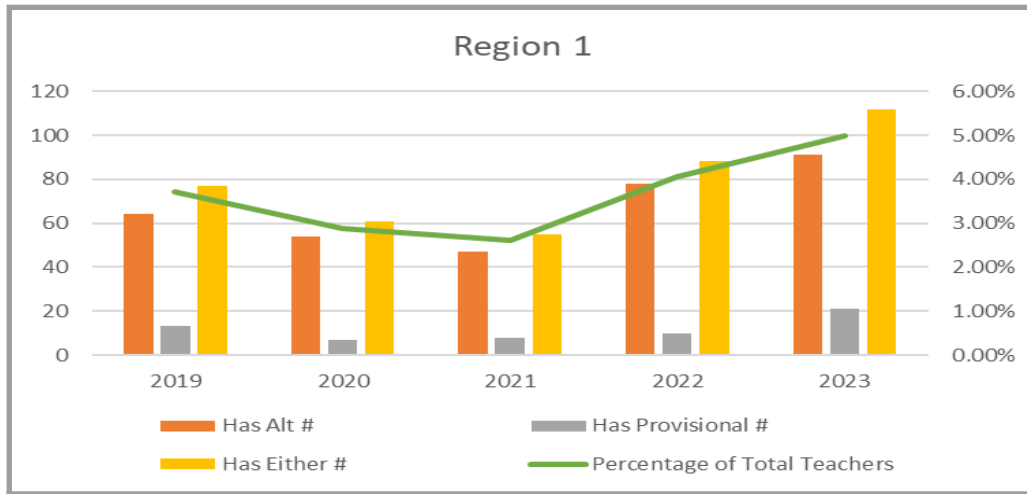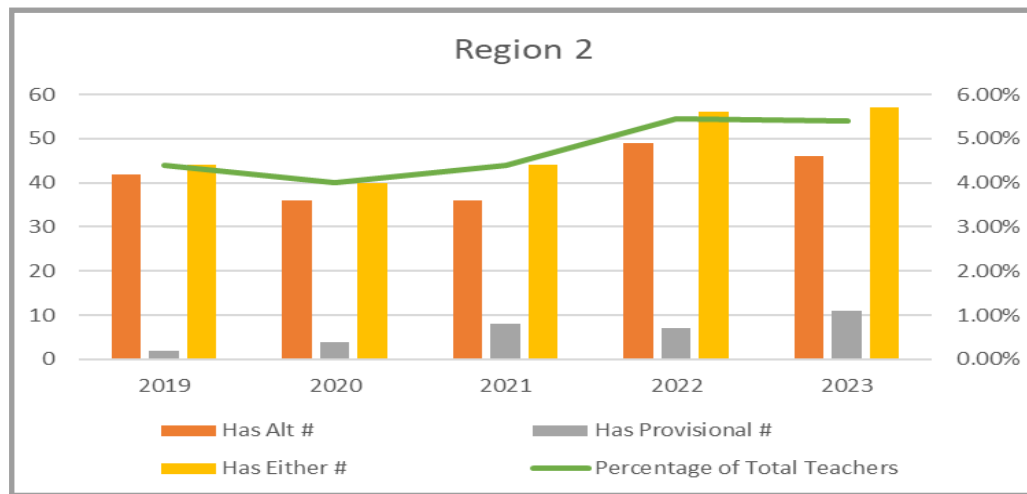
Figure 5: Region 2 Educator Alternative Authorizations and Emergency Provisional Certificates

Over 5% of the teacher certificates in region 2 are identified as an Alternative Authorization or Emergency Provisional certificate.

Figure 6: Region 3 Educator Alternative Authorizations and Emergency Provisional Certificates

Just over 4% of the teacher certificates in region 3 are identified as an Alternative Authorization or Emergency Provisional certificate. Region 3 has the lowest percentage of Alternative Authorizations and Emergency Provisional certificates.

EDUCATOR ALTERNATIVE CERTIFICATES
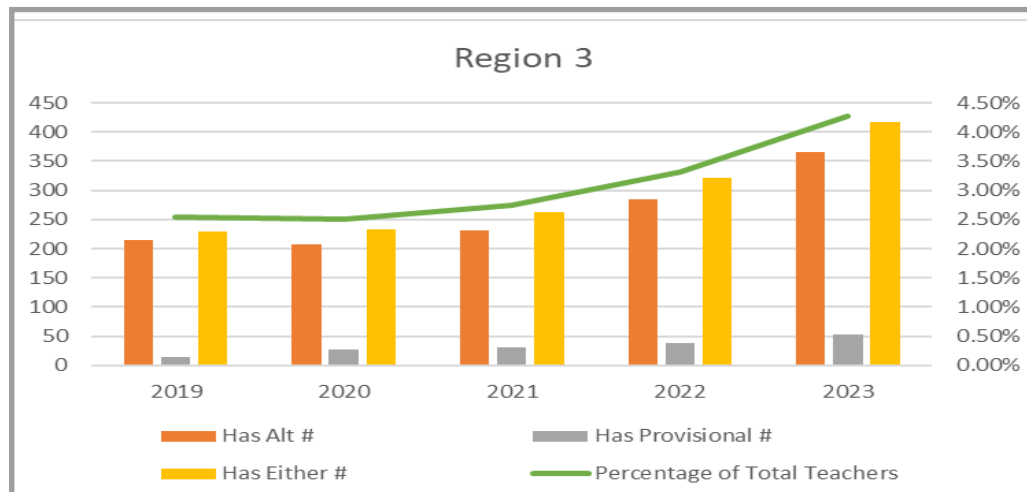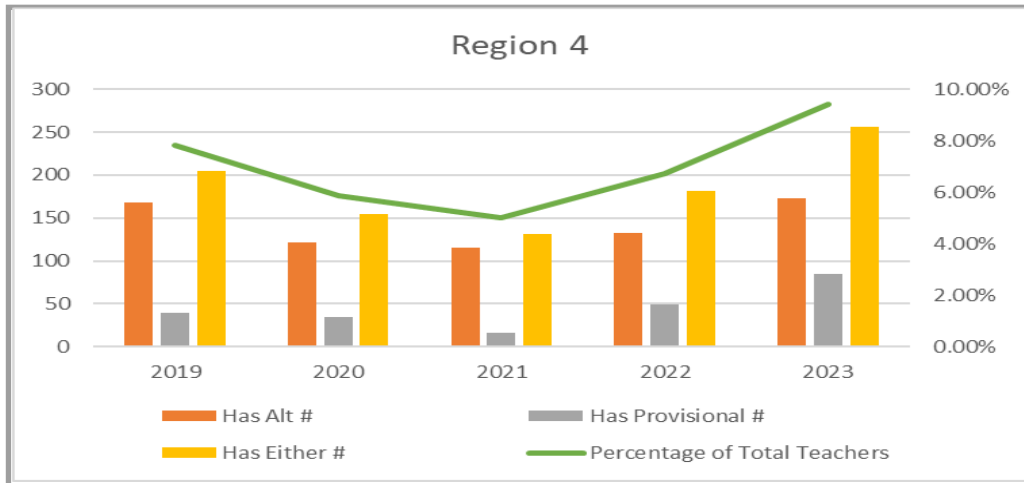
Educator Alternative Certificates

Figure 7: Region 4 Educator Alternative Authorizations and Emergency Provisional Certificates

Just over 8% of the teacher certificates in region 4 are identified as an Alternative Authorization or Emergency Provisional certificate. Region 4 has the highest percentage of Alternative Authorizations and Emergency Provisional certificates.
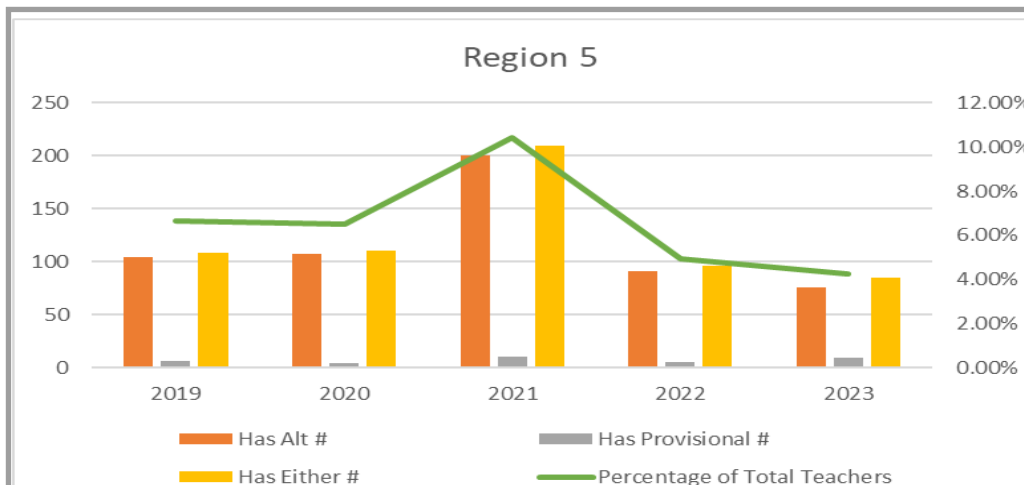

Figure 8: Region 5 Educator Alternative Authorizations and Emergency Provisional Certificates

About 4% of the teacher certificates in region 5 are identified as an Alternative Authorization or Emergency Provisional certificate. Region 5 has the second lowest percentage of Alternative Authorizations and Emergency Provisional certificates.

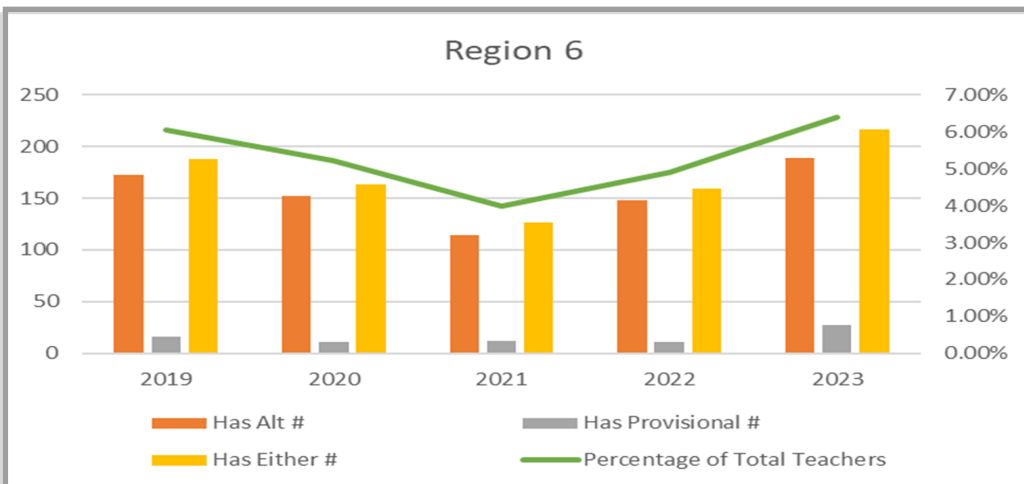Figure 9: Region 6 Educator Alternative Authorizations and Emergency Provisional Certificates

About 6% of the teacher certificates in region 6 are identified as an Alternative Authorization or Emergency Provisional certificate. Region 6 has the second highest percentage of Alternative Authorizations and Emergency Provisional certificates.

TEACHER SHORTAGE AREAS

Teacher Shortage Area Report

Idaho submits a teacher shortage area report to the U.S. Department of Education each year. That report can be found at TSA (ed.gov). A summary of the findings is presented in Table 3 below. Educator shortage is a concern for states across the nation and educator shortages vary by state. Common teacher shortage areas include special education, math, science, career technical education, and English as a second language. Other common staffing shortages include speech and language pathologists, occupational therapists, physical therapists, psychologists, nurses, and social workers Not surprisingly, these same shortages are evidenced in Idaho.

Idaho had teacher shortage areas before the pandemic, but the shortage areas were exacerbated by the pandemic. The extent to which the teacher shortages are localized indicates that these shortages are particularly worse in locations in which the salary is not competitive with nearby communities (i.e. boarder communities).

Despite the shortages, superintendents and school leaders must provide educational services and hire teachers to fill the vacancies. Hence, the increase in Alternative Authorizations and Emergency Provisional Certificates being issued.

Furthermore, the Idaho's Teacher Workforce report shows a gap between teacher employment projections and actual employment and is further shown in Figure 10.

Teacher Shortage Area Report 2023-2024		
Subject Matter	**Discipline**	**Grades**
Art and Music Education	Visual and Performing Arts	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Career and Technical Education	Agricultural Science and Technology	6, 7, 8, 9, 10, 11, 12
Career and Technical Education	Family and Consumer Science	6, 7, 8, 9, 10, 11, 12
Core Subjects	Elementary Education	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8
Health and Physical Fitness	Physical Education	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Mathematics	Basic and Advanced Mathematics	6, 7, 8, 9, 10, 11, 12
Science	General Science	6, 7, 8, 9, 10, 11, 12
Special Education	All Exceptionalities	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Support Staff	Counseling	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Support Staff	Psychologist	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Table 2: Teacher Shortage Area Report, 2023-2024

PROJECTIONS AND PUBLIC K-12 STUDENT ENROLLMENT

Employment Projections

Idaho's Department of Labor produces 10-year employment projects and the most recent being the 2020-2030 period. When comparing projections to the actual instructor counts, there has been a gap for the last four years. The average annual growth rate for teacher occupations is projected to be 1.52% while the actual annual growth rate has been 1.87%. Idaho is not recruiting enough new teachers to the field to meet current employment needs. Figure 10 also shows that Idaho has an increased need for teachers well into 2030.

K-12 Student Enrollment

An important factor in evaluating the educator pipeline is the rate of student enrollment in Idaho. The Idaho State Department of Education's data, Figure 11, reports a total public school enrollment of 318,979 in the 2022-23 school year. Despite a dip in enrollment during the pandemic, student enrollment in Idaho has increased significantly over the last five years.

Figure 10: Teacher Employment Projections
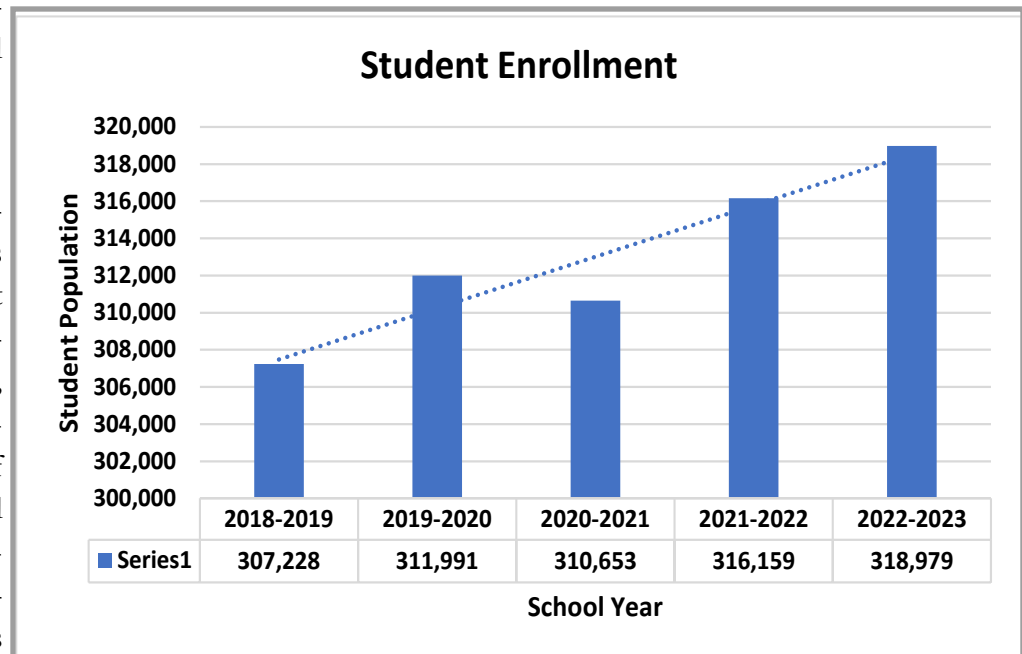
Figure 11: Idaho Public K-12 Student Enrollment

The rate of public K-12 student enrollment growth that has occurred in Idaho in recent years does not appear to be matched by the rate of completers of traditional programs alone. More teachers are needed to fill open positions now, and based on both the workforce projections of employment needs in the field and the steady growth of the K-12 student population, this need will likely continue to grow.

IDAHO POPULATION GROWTH

Idaho Population Growth

Idaho's population has grown significantly over the last few decades, increasing from a census count of 1,293,953 in 2000 to a count of 1,567,582 in 2010 and 1,839,106 in the 2020 census. Most of this growth, especially in the most recent decade, is due to domestic migration into the state, not to a high birth rate. In fact, the absolute annual number of births has been quite low and stable since the Great Recession despite sizable overall population growth. This suggests that future growth of the state's K-12 student population depends on continued in-migration of families with school age children. The Idaho Department of Labor projects a 1.1% annual population growth rate through 2031, raising the population to well over 2.1 million.

Where Does Growth Occur?

Though Boise's population has grown significantly over the last few decades—from 197,735 in 2001 to 237,446 in 2021—there has been much more explosive growth in its suburbs and exurbs, both in absolute and relative terms.

Meridian, currently the state's second largest city in terms of population, grew from a mere 41,255 residents in 2001 to a whopping 125,963 in 2021. Nampa, meanwhile, grew from a population of 57,536 in 2001 to 106,186 in 20-21.

As shown in the table to the right, growth continues to be strong in these cities and others in the region such as Kuna, Caldwell, Star,

	Top Cities in Terms of Absolute Population Growth 2021-22		
	City	**2022 Population**	**Population Growth From 2021**
1	Nampa	110,951	4,426
2	Meridian	129,736	3,962
3	Caldwell	65,920	2,039
4	Star	14,646	1,687
5	Post Falls	44,194	1,531
6	Twin Falls	54,300	803
7	Garden City	12,927	619
8	Sandpoint	9,777	617
9	Kuna	27,229	616
10	Coeur d'Alene	56,733	588

Table 3: Idaho Population Growth

and Garden City. There is also robust growth in the northern cities of Post Falls, Sandpoint, and Coeur d'Alene and in Twin Falls.

If we assume that the new residents of these cities contain an average or above average proportion of K-12 age children, these will be the places where new teachers, other staff, and perhaps school buildings will be most necessary. However, there is some reason to question this assumption, especially in the northern cities on the list because northern Idaho has attracted a disproportionate number of retirees, who are unlikely to have school-age children.

It is of note to mention that Idaho's 10 year projected growth rate for teachers is 16.3% compared to 8.9% in the nation as indicated in the Idaho's Teacher Workforce. Idaho is in the top 10 of states with the highest projected growth rates for teachers. More specifically, Idaho is sixth. Only Utah, Colorado, Washington, Arizona, and New York have higher projected growth rates for teachers than Idaho.

TEACHER SALARIES

Salary Increases

In 2016, the Idaho Legislature established the Career Ladder for educator salaries in Section 33-1004B, Idaho Code. In recent years, this was amended to increase the base salary to $40,000. Overall, the average teacher salary in Idaho has increased rapidly over the past few years. Figure 12 illustrates this change. Current teacher salaries average between 54,000 and 56,000.

Figure 12: Idaho Mean Teacher Salary by Year

Salary Comparisons

Despite the steady increases in recent years, teacher salaries continue to compare unfavorably to those in other states. Figure 13 is a heat map of average teacher salaries across the country. Idaho's average teacher salary remains among the lowest.

While Montana does have a slightly lower mean salary, all other border states have significantly higher mean salaries. This may be a factor impacting teacher retention on the whole, and may pose a particular challenge for districts on the boarders of Idaho that are adjacent to larger communities in other states.

Figure 14, on the opposite page, illustrates Idaho's average teacher salary in a nationwide comparison. The national average teacher salary is $68,716, while the Idaho average salary is $54,105. This is significantly less the national average salary. Idaho also has a lower average salary compared to neighboring states, which makes Idaho less competitive states and particularly vulnerable to competition with Washington.

Figure 13: Idaho Average Teacher Salary by State

The average salary is based on the May 2022 estimates from the Bureau of Labor Statistics, Occupational Employment and Wage Statistics Survey.

PPGA   **TAB 5 Page 14**

TEACHER SALARIES

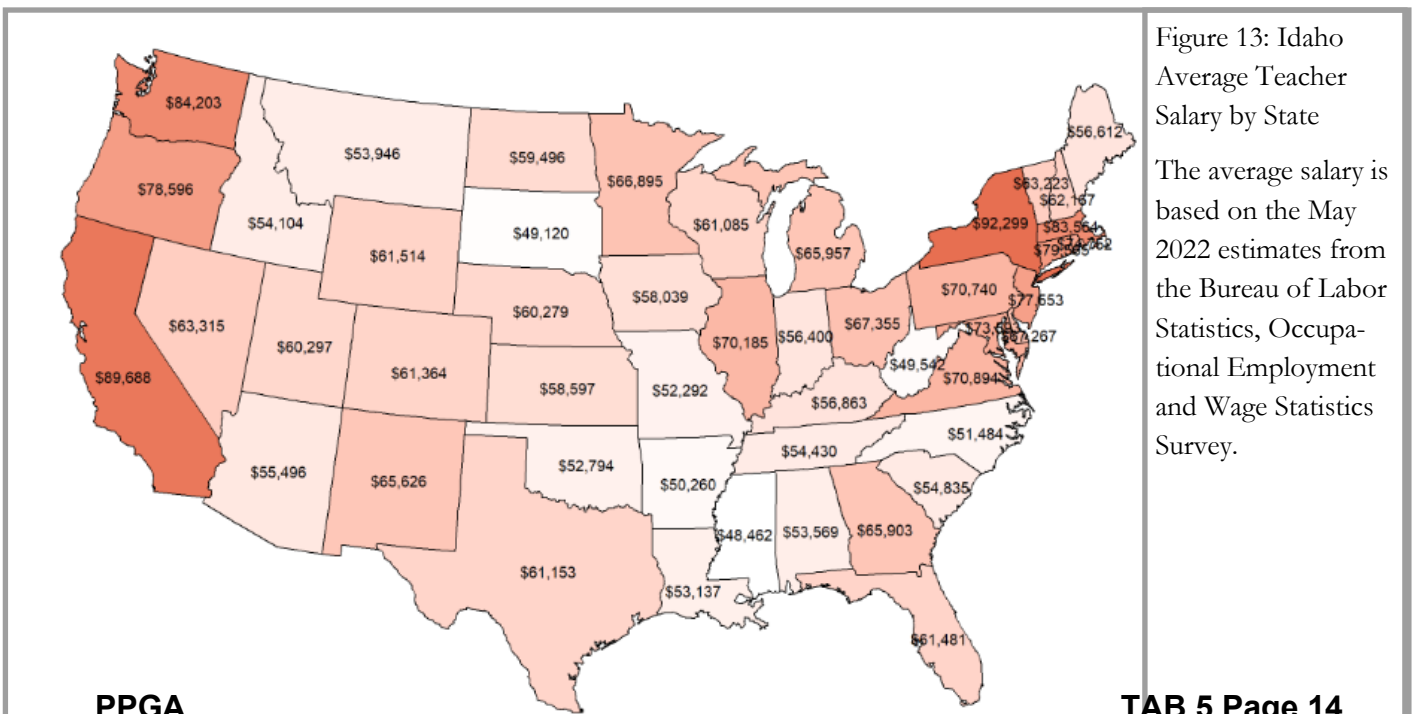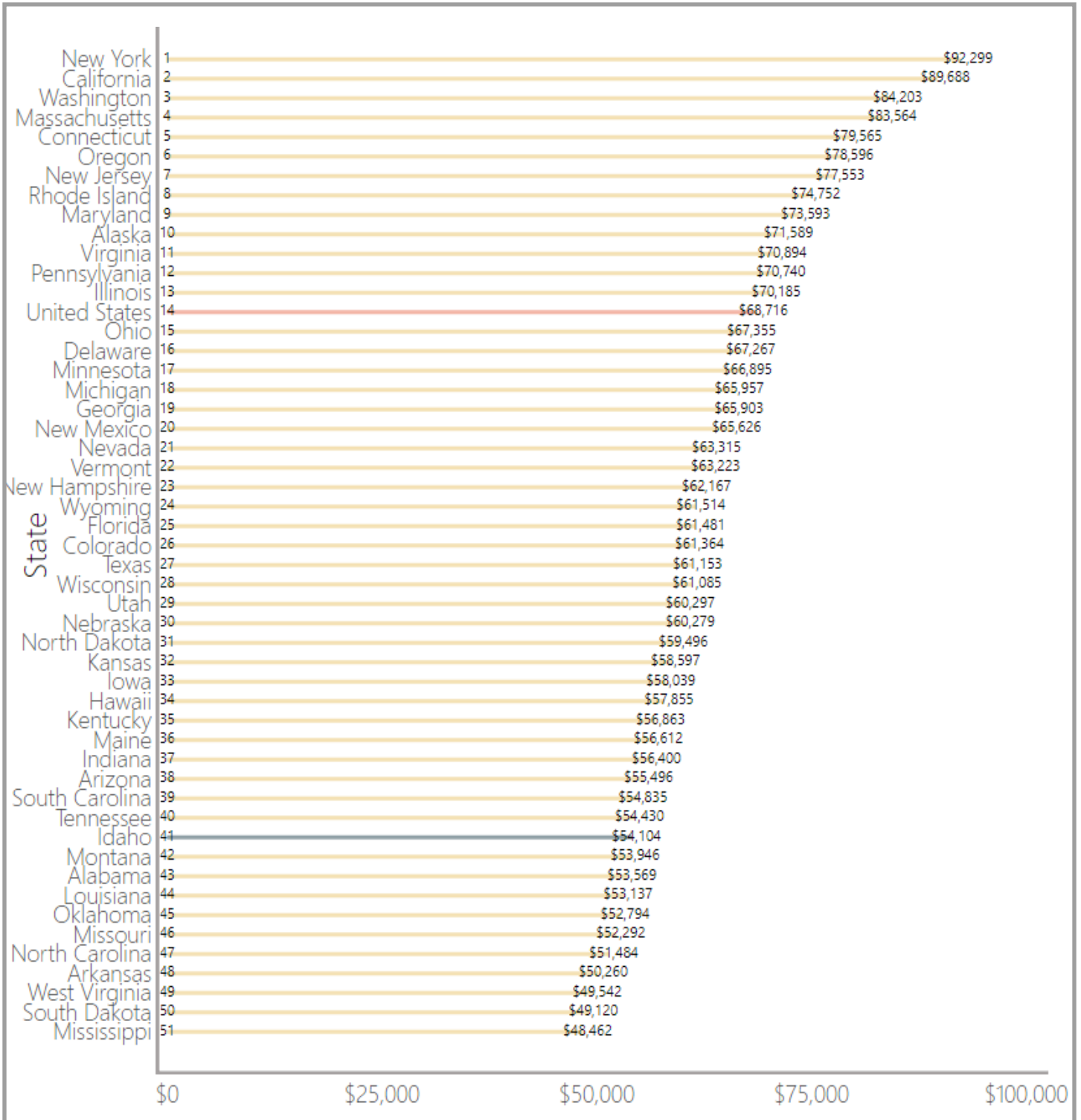| State	Rank	Salary
New York	1	$92,299
California	2	$89,688
Washington	3	$84,203
Massachusetts	4	$83,564
Connecticut	5	$79,565
Oregon	6	$78,596
New Jersey	7	$77,553
Rhode Island	8	$74,752
Maryland	9	$73,593
Alaska	10	$71,589
Virginia	11	$70,894
Pennsylvania	12	$70,740
Illinois	13	$70,185
United States	14	$68,716
Ohio	15	$67,355
Delaware	16	$67,267
Minnesota	17	$66,895
Michigan	18	$65,957
Georgia	19	$65,903
New Mexico	20	$65,626
Nevada	21	$63,315
Vermont	22	$63,223
New Hampshire	23	$62,167
Wyoming	24	$61,514
Florida	25	$61,481
Colorado	26	$61,364
Texas	27	$61,153
Wisconsin	28	$61,085
Utah	29	$60,297
Nebraska	30	$60,279
North Dakota	31	$59,496
Kansas	32	$58,597
Iowa	33	$58,039
Hawaii	34	$57,855
Kentucky	35	$56,863
Maine	36	$56,612
Indiana	37	$56,400
Arizona	38	$55,496
South Carolina	39	$54,835
Tennessee	40	$54,430
Idaho	41	$54,104
Montana	42	$53,946
Alabama	43	$53,569
Louisiana	44	$53,137
Oklahoma	45	$52,794
Missouri	46	$52,292
North Carolina	47	$51,484
Arkansas	48	$50,260
West Virginia	49	$49,542
South Dakota	50	$49,120
Mississippi	51	$48,462

Figure 14: Idaho Average Teacher Salary State by State

The average salary is based on the May 2022 estimates from the Bureau of Labor Statistics, Occupational Employment and Wage Statistics Survey. Almost all of the states bordering Idaho report higher average annual salaries for teachers. Idaho is in the bottom 10 of states with the lowest average annual salary for teachers.

TEACHER RETENTION

Next-Year Retention Rate

Retention data can provide valuable information to guide policy and program decisions by helping to identify patterns in teacher career choices, particularly around the choice to leave the filed. Idaho's next-year teacher retention rate is comparable to the national average. This retention measure considers the percentage of teachers employed in one year that are reported as teacher of record the following year.

Idaho's next year teacher retention rate for the last five years is represented in Figure 16. The 2022-2023 next year retention rate in Idaho was 88% as compared to an averaged 2022-2023 national next year retention rate of 90% as reported by Rand Corporation.

It is important to also consider turnover rates. The pre-pandemic next-year teacher turnover rate was highest in the southern part of the country at 16.7% and the lowest in the northeast at 10.3% as reported by the Learning Policy Institute. With a turnover rate of 12%, Idaho's next-year teacher turnover rate is relatively low.

Unfortunately, Idaho is not only faced with solving for a 12% turnover rate on the whole, it is also faced with solving for a regular shortfall in meeting the workforce needs of the field, as well as a steadily growing K-12 student population.

High-quality training is an integral part of developing high-quality teachers. An emphasis on recruitment, preparation, training, and retention of teachers is of the utmost importance. Some important components of teacher retention include strong teacher preparation and support, competitive salaries, and supportive working environments that provide professional development and mentoring.

Although short-term retention rates are relatively high in Idaho, longer-term retention rates tell a different story.
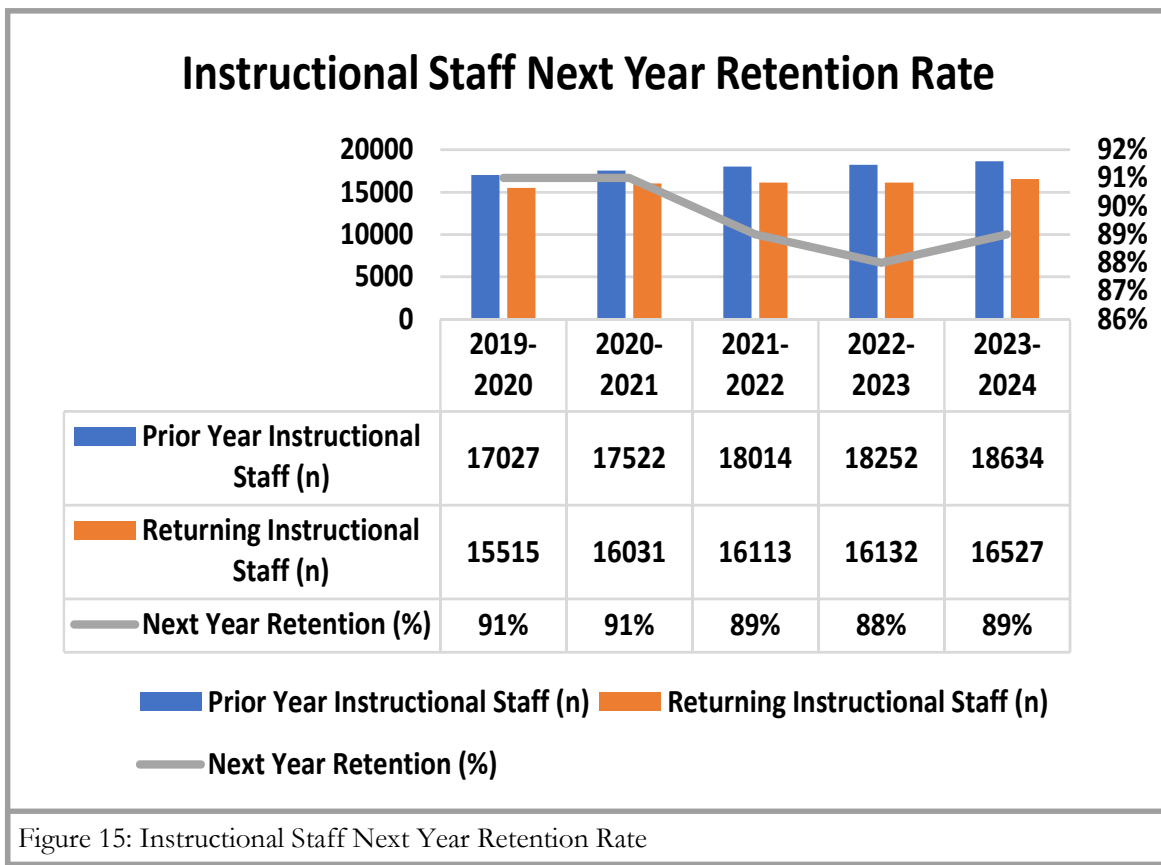
Instructional Staff Next Year Retention Rate

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Prior Year Instructional Staff (n)	17027	17522	18014	18252	18634
Returning Instructional Staff (n)	15515	16031	16113	16132	16527
Next Year Retention (%)	91%	91%	89%	88%	89%

Legend: Prior Year Instructional Staff (n), Returning Instructional Staff (n), Next Year Retention (%)

Figure 15: Instructional Staff Next Year Retention Rate

TEACHER RETENTION

Five Year Retention Rate

The five-year retention rate of early career teachers, while slightly higher than the national average, is still low and trending down. This poses an opportunity for policy makers to focus on implementing stronger mentorship programs for new teachers.

The five-year retention rate of first year teachers in Idaho has ranged between 63%-68% over the last five years. A national study conducted by the University of Pennsylvania reported that 10% of new teachers leave the occupation in one year, and that 44% of new teachers leave the occupation within five years.

A larger percentage of early career teachers, after completing all certification requirements, are still choosing to leave the field of education within five years. Not only does this pose a retention problem in a rapidly growing state, it also poses a problem of expertise and mentorship.

As 32-37% less teachers leave before they enter the middle of their career, this can create a gap of experience. It is important to increase retention of new teachers and provide development and support in order for those new teachers to become veteran teachers.

Mentorship Needs

Sections 33-1201A and 33-512, Idaho Code require all new teachers to be mentored by experienced teachers for the first three years of their careers. Several factors, including a school's rural location and the unfunded nature of the mandate, can make meeting this requirement a difficult task. Regardless, educators need access and opportunity to engage in professional development and mentorship that is appropriate to the stages of their careers in order to remain effective. With this in mind, the Board is launching a statewide mentorship and professional development platform in 2024. The program is funded for a 2-year pilot by federal covid relief funds. Implementation data will be monitored for impact on retention rates.
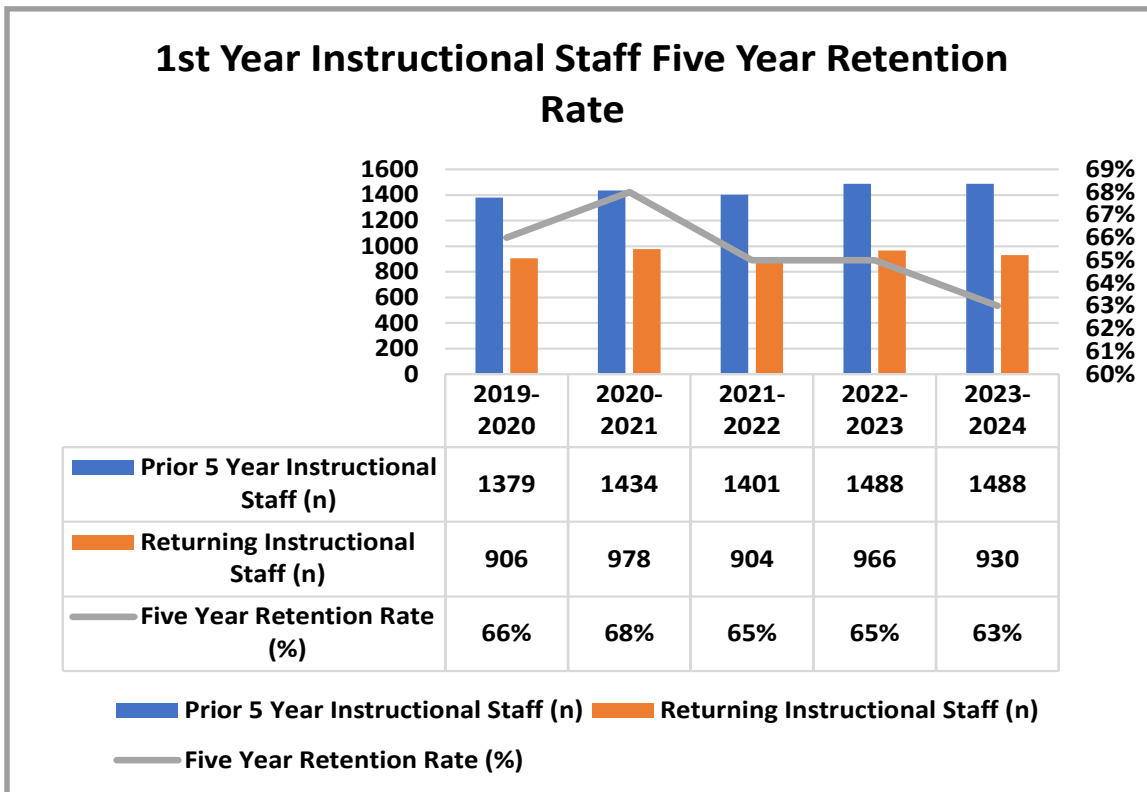

1st Year Instructional Staff Five Year Retention Rate

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Prior 5 Year Instructional Staff (n)	1379	1434	1401	1488	1488
Returning Instructional Staff (n)	906	978	904	966	930
Five Year Retention Rate (%)	66%	68%	65%	65%	63%

Prior 5 Year Instructional Staff (n) Returning Instructional Staff (n)
Five Year Retention Rate (%)

Figure 16: 1st Year Instructional Staff Five Year Retention Rate

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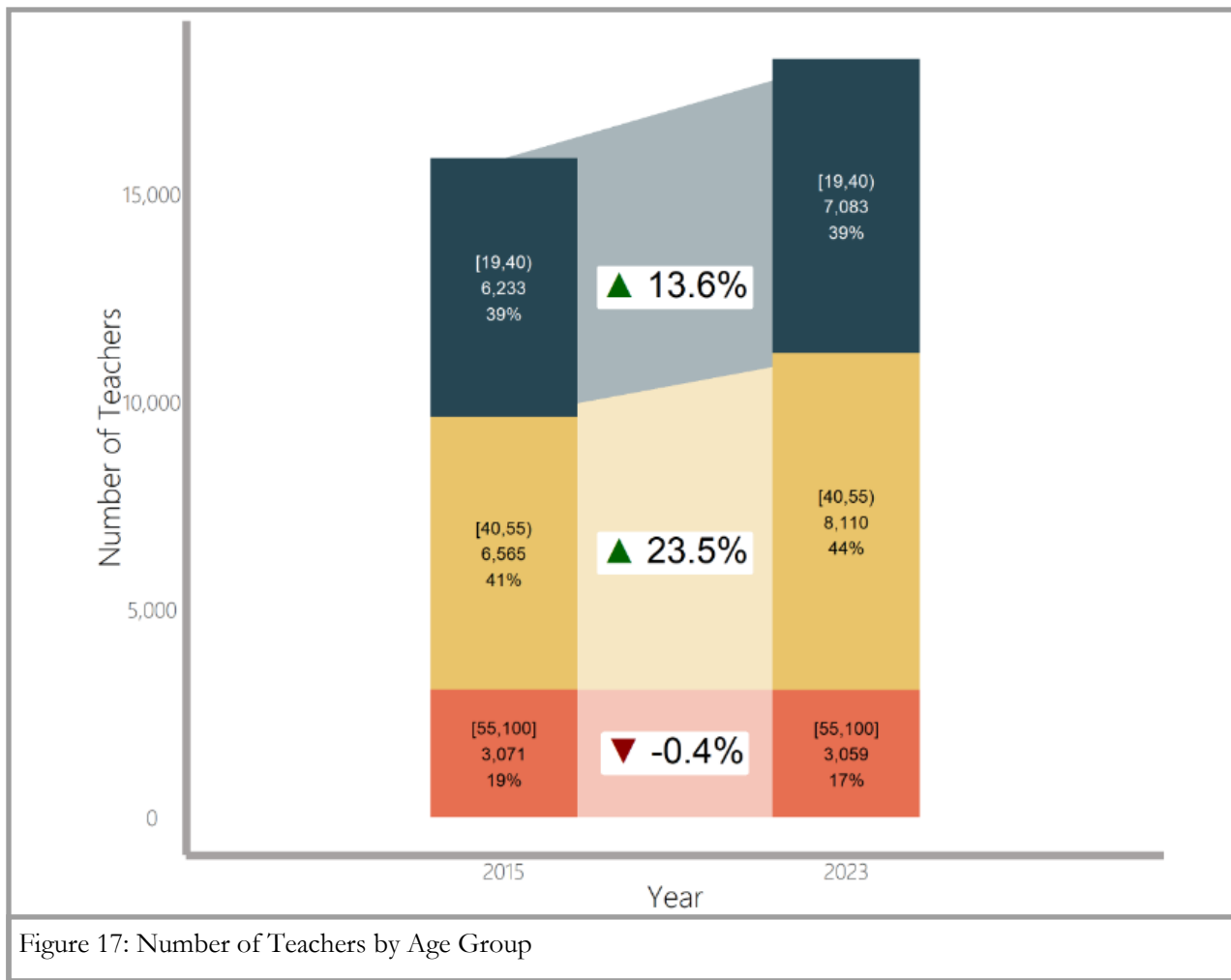
TEACHER RETENTION

Figure 17: Number of Teachers by Age Group

Aging Teacher Population

A final important factor to consider when evaluating the educator pipeline is that Idaho's teacher population is aging. Figure 17 illustrate the change in teacher age by age band.

Between 2015-2022, the number of teachers between the age of 40-55 increased by 23.5%. In reviewing the teacher pipeline by age band, it is clear that the teacher population is aging. The age range 40-55 is increasing at a higher rate than other age groups and almost twice that of the increase seen in the age band of 20-40. These rates can be found in the Idaho's Teacher Workforce report.

If this trend continues, a substantial portion of Idaho's teachers are likely to retire in close succession to one another resulting in a larger teacher shortage.

There is a critical need to recruit, prepare, train, and retain teachers in order to fill the retirement vacancies that will happen in close succession to one another. Furthermore, if Idaho continues to lose 32%-37% of new teachers by their fifth year, Idaho may see a widening experience gap.

Veteran teachers not only have extensive experience, but are on average more effective at raising student achievement than less experienced teachers. Teachers improve their skills and effectiveness through experience, professional development, and mentorship from more experienced and veteran teachers. Therefore, a focus on ongoing professional development and mentoring to increase the experienced teaching workforce and increased efforts to retain experienced and effective teachers is imperative.

NATIONAL RECOMMENDATIONS

Raise the Bar: Lead the World

Raise the Bar: Lead the World is the U.S. Department of Education's call to action to transform P-12 education and advance equity and excellence. The U.S. Department of Education believes that when the bar is raised, all of the nation's students will build skills to succeed inside and outside of school that will support students in reaching new heights in the classroom, careers, and lives.

This initiative identifies three primary areas of focus for policy makers around the country. These include: achieve academic excellence, boldly improve learning conditions, and create pathways for global engagement.

Under the umbrella of the three primary areas of focus, several recommendations for action are outlined. The five recommendations below are aligned to the U.S. Department of Education's strategies to recruit, prepare, train, and retain teachers.

- **Improve teacher compensation and working conditions**
  - Increasing teacher compensation is critical to effectively recruiting and retaining the teachers that schools need. Teachers make 24% less than comparable college graduates and this gap can inhibit people from choosing to become a teacher and/or staying in the profession.

- **Promote career ladders for teachers**
  - Career advancement and leadership opportunities that allow teachers to grow professionally and earn additional compensation while remaining in the classroom can support effective teacher recruitment, retention, and growth. With the appropriate supports, such as release time and additional compensation for additional responsibilities, teacher leader-

ship and advancement can support improved student outcomes and teacher recruitment and retention.

- **Support effective new teacher induction and ongoing professional learning**
  - To succeed in the classroom, new teachers need not only high-quality educator preparation programs with robust clinical experience, they also need effective induction programs that provide job-embedded professional development and support. Effective induction and ongoing, high-quality professional learning are critical to teacher retention and to maximizing the impact of teachers on student achievement and other positive student outcomes.

- **Support high-quality and affordable educator preparation**
  - Expanding access to high-quality and affordable educator preparation is critical to eliminating educator shortages and providing students with the high-quality teachers they need to succeed.
  - Registered Apprenticeship Programs can be an effective, high-quality "earn-and-learn" model that allows candidates to obtain their teaching credential while earing a salary by combining coursework with structured, paid on-the-job learning experiences with a mentor teacher.

- **Promote educator diversity**
  - Increasing the diversity of our educator workforce is critical to supporting the academic success of all students. Studies suggest that all students, and particularly students of color, benefit from having teachers of color.

REFERENCES

Idaho State Department of Education; Statewide Certificated Staff Salary Report, SDE Public School Finance — 5

Idaho State Department of Education Certification Lookup Application; SDE Certification Tool — 6

Title II Idaho State Report; Title II Reporting — 7

Idaho State Department of Education; Alternative Authorizations, Alternative Authorizations & Non-Traditional Routes Issued / Professional Standards Commission / Certification & Professional Standards/ SDE (idaho.gov) — 8-10

Title II Idaho State Report; Title II Reporting — 10

Teacher Shortage Area Report; TSA (ed.gov) — 11

Office of the Idaho State Board of Education; Idaho's Teacher Workforce — 11

Idaho Department of Labor, Teacher Employment Projections — 12

Idaho State Department of Education; K-12 Enrollment — 12

Idaho Department of Labor; Idaho Population Growth — 13

Idaho State Department of Education, Teacher Salaries — 14

Bureau of Labor Statistics, Occupational Employment and Wage Statistics Survey — 14-15

Idaho State Department of Education, Teacher Salaries — 15

2021 National Teacher and Principal Survey; Teacher Salaries — 15

Educator Turnover Has Markedly Increased, but Districts Have Taken Actions to Boost Teacher Rankings; https://www.rand.org/content/dam/rand/pubs/research_reports/RRA900/RRA956-14/RAND_RRA956-14.pdf — 16-17

Teacher Turnover: Why it Matters and What We Can Do About It; https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher_Turnover_REPORT.pdf; — 16-17

Teacher Retention: A Growing Problem; Teacher Retention: A Growing Problem (nsba.org) — 16-17

Idaho State Department of Education; Teacher Retention Rates — 16-17

Office of the Idaho State Board of Education; Idaho's Teacher Workforce — 18

Raise The Bar: Lead the World; Raise the Bar: Eliminate the Educator Shortage | U.S. Department of Education — 19

SUBJECT
ARP ESSER SEA Set Aside Funds Designations Proposal

REFERENCE

October 2021	Idaho State Board of Education (Board) approved use of ARP ESSER SEA Set Aside funds for the Accountability Oversight Committee's use and an Accelerated Math Collaborative and approved the distribution methodology for 2.5% of the funds for LEA's who receive no or low funds through the US DOE Title I methodology.
January 2022	Board approved allocations of the ESSER SEA Set Aside funds, including: the Dyslexia Handbook; a statewide professional development and mentoring platform; ISEE improvements; and a collaborative between the STEM Action Center, Commission for Libraries, and the Idaho Out-of-School Network to support summer programs and after school programs.
February 2022	Board approved additional allocation of ARP ESSER SEA Set Aside funds to the Summer and After School Collaborative (STEM Action Center, Commission for Libraries, and Idaho Out-of-School Network).
June 2023	Board approved allocation of ESSER SEA Set Aside funds for Ampact Reading Coaches.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho Code § 33-110
American Rescue Plan Act of 2021, Public Law 117-2

BACKGROUND/DISCUSSION
The federal American Rescue Plan (ARP) Act was enacted on March 11, 2021. It provided a third installment of funding for Elementary and Secondary Emergency Relief, referred to as ARP ESSER. Idaho's original allocation was $439,942,041; this was later adjusted to $440,131,920. Of the funds allocated to Idaho, 90% ($396,118,728) was required to be distributed directly to local education agencies based on the US Department of Education's Title I methodology and 10% ($44,013,192) could be set aside to be used by the state education agency (SEA). The 10% SEA Set Aside is required to be used in the following manner:

- 5% of total ARP ESSER for implementation of evidence-based interventions aimed specifically at addressing learning loss
- 1% of total ARP ESSER for evidence-based summer enrichment programs
- 1% of total ARP ESSER for evidence-based comprehensive after school programs
- Up to ½ of 1% of total ARP ESSER for administrative costs and emergency needs ($2,200,660)

- The remainder (at least 2.5%) "for emergency needs as determined by the SEA to address issues responding to coronavirus, which may be addressed through the use of grants or contracts."

An SEA must award ARP ESSER funds not allocated to LEAs within one year of the date the SEA receives those funds." The funds are available for "obligation" by SEAs and sub-recipients through September 30, 2023.

Idaho Code § 33-110 designates the State Board of Education as Idaho's SEA.

At Board meetings in October 2021, January 2022, February 2022, and June 2023, the Board   approved allocations for the majority of the SEA Set Aside funds. All of the approved proposals for spending, with the exception of the funding to the non-Title I and low Title I schools, were approved as amounts not to exceed. As actual spending has been clarified, the remaining funds could be designated by the Board to support priorities in alignment with the ARP ESSER State Plan. The State Plan outlines how the Set Aside funds will be used in alignment with federal law, with particular attention to how the learning loss and emergency funds will be used, as they have more flexibility than the after school or summer school spending. Idaho's State Plan specifies that the learning loss funds will be used to address pandemic-related student achievement issues that have appeared in early literacy (grades K-4), middle grades math, and high school credit recovery.

The current proposal includes two pieces designed to identify designations for the remaining funds under the Board's spending authority. As shown in Attachment A, at this time, we have identified the following portions of the ARP ESSER SEA Set Aside funds are not yet designated: $236,596 of learning loss funds; $1,106,555 of summer learning funds; and $896,083 of after school learning funds.

Part one of this proposal is to designate all of the remaining learning loss funds ($236,596) to the Math Accelerated Learning Collaborative. Statewide data reviews have demonstrated that K-12 math achievement was more impacted by the pandemic and that recovery has been slower. The Math Accelerated Learning Collaborative is comprised as a project within Idaho's Regional Math Centers at Boise State University, Idaho State University, and the University of Idaho. The project provides professional development support to educators statewide through online webinars, and in-depth, targeted support regionally through partnerships with specific schools. The leads of the Math Accelerated Learning Collaborative previously reached out to Board staff regarding potential additional funds, as demand for participation in their project was higher than anticipated. More recently, the leads have confirmed that they have the capacity to receive and spend the additional funds within the appropriate timeline. The additional funds will be used by the Math Accelerated Learning Collaborative to address needs that have arisen during the work thus far, including serving additional schools and teachers, developing specific training for administrators, and establishing a teacher leader cohort.

Part two of this proposal is to designate all of the remaining $2,002,638 of summer learning and after school learning funds to the STEM Action Center and Idaho Out-of-School Network. These entities are working closely with Board staff to ensure that the unspent funds for summer and after school learning are obligated and spent appropriately in order for the final spending to be aligned to the exact division outlined in federal law as a part of Idaho's SEA Set Aside distribution. The funds will be spent to support additional rounds of grants for implementation of summer and after school programming and professional development for staff implementing the programs. Both the STEM Action Center and Idaho Out-of-School Network have had substantial demand in their competitive grant processes and have additional partners they would like to fund. The professional development opportunities will include state and regional conferences and roundtables and direct coaching for some partners.

IMPACT
Approval of this request will designate ARP ESSER SEA Set Aside funds for the activities in this proposal and meet the federal requirements around the use of funds.

ATTACHMENTS
Attachment 1 – ARP ESSER SEA Set Aside Designations and Spending

BOARD STAFF COMMENTS AND RECOMMENDATIONS
The proposed Math Accelerated Learning Collaborative project is well-aligned to the state's ARP ESSER Plan and the Board's focus on accelerating learning in 5-9 mathematics to address impacts of the pandemic.

The proposed STEM Action Center and Idaho Out-of-School Network project fits within the clear and limited parameters of the federal requirements for a portion of the SEA Set Aside funds and will support our state's efforts to continue accelerated learning outside of the school day.

Staff has confirmed that funds are available for these requests and that the projects fits well within the federal government's requirements for use of ARP ESSER SEA Set Aside funds. Approval of these requests will designate the remainder of funds under the Board's spending authority. The only possible need for re-designation will be if any of our existing partners communicate that they will not be able to spend all of their funds. All ARP ESSER SEA Set Aside funds must be obligated by September 30, 2023.

The Math Accelerated Learning Collaborative, STEM Action Center, and Idaho Out-of-School Network are long-term partners who are already engaged in projects using ARP ESSER funds. Both groups have communicated additional demand and confirmed their capacity to receive and expend funds by the federal deadlines.

Staff recommends approval.

BOARD ACTION

I move to approve the Math Accelerated Learning Collaborative request from Boise State University, Idaho State University, and University of Idaho to use ARP ESSER SEA Set Aside learning loss funds to provide math professional development support for Idaho educators for an amount not to exceed the $236,596.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the Math Accelerated Learning Collaborative request from Boise State University, Idaho State University, and University of Idaho to use ARP ESSER SEA Set Aside summer learning and after school learning funds to provide summer and after school program grants and professional development support for Idaho educators for an amount not to exceed the $2,002,638.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ARP ESSER SEA Set Aside Designations and Spending

Item / Contract	Board Approved Amount	Current Designations	5% of total (50% of Set Aside) Learning Loss Interventions	1% of total (10% of Set Aside) Summer Learning	1% of total (10% of Set Aside) After School Learning	0.5% of total (5% of Set Aside) Admin or Emergency	Remainder / at least 2.5% of total (25% of Set Aside) Emergency needs
TOTALS			$22,006,596	$4,401,319	$4,401,319	$2,200,660	$11,003,298
Funds for Non-Title & Low-Title LEAs	$11,003,298	$11,003,298					$11,003,298
STEM Action Center		$2,000,000		$729,352	$1,270,648		
Commission for Libraries	$6,800,000	$1,250,000		$750,000	$500,000		
Idaho Out-of-School Network		$3,550,000		$1,815,412	$1,734,588		
Math Accelerated Learning Collab	$3,500,000	$3,500,000	$3,500,000				
AOC - Research Contract	$100,000	$0	$0				
Dyslexia Handbook	$100,000	$20,000	$20,000				
Statewide PD & Mentoring Platform	$1,600,000	$1,600,000	$1,600,000				
ISEE Enhancements	$20,000,000	$16,200,000	$16,200,000				
SDE	$2,200,660	$2,200,660				$2,200,660	
Ampact Reading Coaches	$450,000	$450,000	$450,000				
BALANCES		$2,239,234	$236,596	$1,106,555	$896,083	$0	$0

Total SEA Set Aside	$44,013,192
Currently Designated	$41,773,958
BALANCE - Remaining to be designated	**$2,239,234**

This remaining balance is just what is left under OSBE; it does not include the remaining admin / emergency under SDE's spending authority

Total SEA Set Aside	$44,013,192
OSBE Spending Authority	$30,809,300
SDE Spending Authority	$13,203,892
BALANCE - Remaining to identify spending authority	**$0**

The SDE's spending authority includes the $2.2 mil in admin / emergency funds and the $11 mil emergency needs funds for no- and low- Title I schools (as shown in green above)