

Dear Senators GOEDDE, Mortimer, Malepeai, and
Representatives NONINI, Shirley, Pence:

The Legislative Services Office, Research and Legislation, has received the enclosed rules of the
State Board of and State Department of Education:

IDAPA 08.02.02 - Rules Pertaining To The Rules Governing Uniformity (Dept) (Enhancement
Standards) (Docket No. 08-0202-1203);

IDAPA 08.02.02 - Rules Pertaining To The Rules Governing Uniformity (Dept) (Credential Renewal
& Endorsements for Certification) (Docket No. 08-0202-1204);

IDAPA 08.02.02 - Rules Pertaining To The Rules Governing Uniformity (Dept) (Waiver for No Child
Left Behind) (Docket No. 08-0202-1205);

IDAPA 08.02.03 - Rules Pertaining To The Rules Governing Thoroughness (Dept) (State Standards)
(Docket No. 08-0203-1205);

IDAPA 08.02.03 - Rules Pertaining To The Rules Governing Thoroughness (Dept) (Mobile
Computing Devices) (Docket No. 08-0203-1206).

Pursuant to Section 67-454, Idaho Code, a meeting on the enclosed rules may be called by the
cochairmen or by two (2) or more members of the subcommittee giving oral or written notice to Research
and Legislation no later than fourteen (14) days after receipt of the rules analysis from Legislative
Services. The final date to call a meeting on the enclosed rules is no later than 11/09/2012. If a meeting is
called, the subcommittee must hold the meeting within forty-two (42) days of receipt of the rules analysis
from Legislative Services. The final date to hold a meeting on the enclosed rules is 12/10/2012.

The germane joint subcommittee may request a statement of economic impact with respect to a
proposed rule by notifying Research and Legislation. There is no time limit on requesting this statement,
and it may be requested whether or not a meeting on the proposed rule is called or after a meeting has
been held.

To notify Research and Legislation, call 334-4845, or send a written request to the address on the
memorandum attached below.



Jeff Youtz
Director

Legislative Services Office Idaho State Legislature

Serving Idaho's Citizen Legislature

MEMORANDUM

TO: Rules Review Subcommittee of the Senate Education Committee and the House Education Committee
FROM: Principal Legislative Research Analyst - Eric Milstead
DATE: October 22, 2012
SUBJECT: State Board of and State Department of Education

IDAPA 08.02.02 - Rules Pertaining To The Rules Governing Uniformity (Dept) (Enhancement Standards) (Docket No. 08-0202-1203)

IDAPA 08.02.02 - Rules Pertaining To The Rules Governing Uniformity (Dept) (Credential Renewal & Endorsements for Certification) (Docket No. 08-0202-1204)

IDAPA 08.02.02 - Rules Pertaining To The Rules Governing Uniformity (Dept) (Waiver for No Child Left Behind) (Docket No. 08-0202-1205)

IDAPA 08.02.03 - Rules Pertaining To The Rules Governing Thoroughness (Dept) (State Standards) (Docket No. 08-0203-1205)

IDAPA 08.02.03 - Rules Pertaining To The Rules Governing Thoroughness (Dept) (Mobile Computing Devices) (Docket No. 08-0203-1206)

1. The state board of education has submitted proposed rulemaking at IDAPA 08.02.02 - Rules Governing Uniformity (Dept) (Enhancement Standards) (Docket No. 08-0202-1203). The proposed rule includes an updated incorporation of the Idaho Standards for Initial Certification of Professional School Personnel (Rule 004). The Professional Standards Commission has recommended for approval proposed revisions to a number of standards and endorsements to better align with national standards and best practices. The following standards were revised: core teacher standards, bilingual/English as a new language teacher standards, foreign language teacher standards and professional technical education teacher. The professional technical education standards also include a number of enhancement standards.

Also, the Professional Standards Commission recommended the adoption of Teacher Leader Standards. According to the department, these particular standards are based upon the Teacher Leadership Exploratory Consortium. The department states that the Consortium is comprised of education stakeholders including teachers, school administrators, union representatives and various policy organizations.

The department states that negotiated rulemaking was not conducted in this docket.

It appears that the proposed rule is authorized pursuant to section 33-105, Idaho Code.

2. The state board of education has submitted proposed rulemaking at IDAPA 08.02.02 - Rules Governing Uniformity (Dept) (Credential Renewal & Endorsements for Certification) (Docket No. 08-0202-1204).

Mike Nugent Manager
Research & Legislation

Cathy Holland-Smith, Manager
Budget & Policy Analysis

April Renfro, Manager
Legislative Audits

Glenn Harris, Manager
Information Technology

The proposed rule in this docket includes correcting an oversight concerning certain renewal requirements for certificate holders; revises and updates provisions governing a number of different endorsements and includes provisions governing a new endorsement--the consulting teacher leader endorsement.

Specifically, the proposed rule addresses the issue of renewing certificates relating to the Idaho comprehensive literacy course (Rule 016.03). It also revises provisions governing a number of endorsements, including those for agriculture science and technology, 6-12 (Rule 022.01); bilingual education, 6-12 (Rule 022.06); business technology education, 6-12 (Rule 022.06); English as a new language, K-12 (Rule 023.04); family and consumer sciences, 6-12 (Rule 023.05); marketing technology education, (Rule 024.01); and the proposed rule replaces current language governing the endorsement for foreign languages with new language governing world languages (Rule 024.15).

Finally, the proposed rule includes provisions that govern the new consulting teach/teacher leader endorsement (See, generally, Rule 029).

The agency notes that negotiated rulemaking was not conducted.

It appears that the proposed rule is authorized pursuant to section 33-105, Idaho Code.

3. The state board of education has submitted proposed rulemaking at IDAPA 08.02.02 - Rules Governing Uniformity (Dept) (Waiver for No Child Left Behind) (Docket No. 08-0202-1205). The proposed rule reflects substantial changes to provisions governing teacher performance evaluations. The rule also includes new language that provides for evaluations of administrators.

Specifically, the proposed rule revises language governing parent input, student achievement, participants and content of the evaluation policy (Rule 120.02 through .05). The proposed rule also includes a new provision governing the evaluation system approval (Rule 120.08). New provisions also govern the local school districts' evaluation policy regarding administrators (Rule 121). This new rule includes provisions governing standards, parent input, student achievement, evaluation policy content, the frequency of evaluations, personnel records and the approval of the evaluation system.

We note that the Department states that negotiated rulemaking was not conducted, "due to the time sensitive manner of the rule." The department also notes that the recommendations for the rule revisions came from committees comprised of stakeholder groups representing those who will be affected by the proposed rule.

It appears that the proposed rule is authorized pursuant to section 33-105, Idaho Code.

4. The state board of education has submitted proposed rulemaking at IDAPA 08.02.03 - Rules Governing Thoroughness (Dept) (State Standards) (Docket No. 08-0203-1205). The proposed rule reflects the decisions by the state department of education to adopt the 2012 World Class Instructional Design and Assessment Standards (WIDA) following the move to the Common Core State Standards (CCSS). The department states that the state would have either had to revise the current English Language Development Standards or adopt new standards already consistent with the CCSS. The department states that the WIDA standards are consistent and aligned with the CCSS and consequently, the proposed rule reflects the adoption of the WIDA standards.

The department notes that negotiated rulemaking was not conducted because the standards adopted in this docket were developed by experts and that Idaho educators will be given the opportunity to comment on the standards.

It appears that the proposed rule is authorized pursuant to section 33-105, Idaho Code.

5. The state board of education has submitted proposed rulemaking at IDAPA 08.02.03 - The Rules Governing Thoroughness (Dept) (Mobile Computing Devices) (Docket No. 08-0203-1206). The only changes in the proposed rule in this docket concern two new definitions: one new definition defines the "one-to-one mobile computing program" (Rule 008.08). The second new definition defines the term "professional development" (Rule 008.17).

The department states that negotiated rulemaking was not conducted in this docket because the definitions are in response to the technology task force and that the public will have the opportunity to provide comment during state board of education meetings during the public comment period.

It appears that the proposed rule is authorized pursuant to section 33-105, Idaho Code.

cc: State Board of and State Department of Education
Superintendent Luna, Christina Linder & Luci Willits

IDAPA 08 - STATE BOARD OF AND STATE DEPARTMENT OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-1203

NOTICE OF RULEMAKING - PROPOSED RULE

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Section 33-1511(2), Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 17, 2012.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

Standards Revisions:

The Professional Standards Commission follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. In spring 2012 the Core Teacher Standards, Bilingual/ English as a New Language Teacher standards, Foreign Language Teacher standards and Professional Technical Education Teacher standards were reviewed by committees of content experts. The Professional Technical Education Standards review also included the following enhancement standards: Agriculture Science and Technology, Business Technology Education, Family and Consumer Sciences, Marketing Technology Education, and Technology Education. All standards and endorsements were revised to better align with national standards and best practices; then presented to the Professional Standards Commission for review. The Professional Standards Commission has recommended for approval the committees' proposed revisions.

Teacher Leader Standards Adoption:

Students Come First is Idaho's education reform which focusses on fostering great teachers and leaders. Because the quality of the teacher in the classroom is the most important factor in a student's academic success, the Idaho State Department of Education is focusing on building great teachers and leaders through certification requirements as well as pre-service training, professional development, statewide pay-for-performance, and improved performance evaluations for a systemic approach to educator effectiveness.

As part of this effort, the Professional Standards Commission has recommended the adoption Teacher Leader Standards for Idaho. The recommended standards are grounded in the national work of the Teacher Leadership Exploratory Consortium. The Consortium is made up of a variety of education stakeholders, including union representatives, teachers, school administrators, policy organizations such as Council of Chief State School Officers (CCSSO), and leaders in higher education.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: N/A

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year resulting from this rulemaking: N/A

NEGOTIATED RULEMAKING: Pursuant to Section 67-5220(2), Idaho Code, negotiated rulemaking was not conducted because: N/A

INCORPORATION BY REFERENCE: Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule:

The excessive size of the Idaho Standards for Initial Certification of Professional School Personnel prohibits its inclusion, in its entirety, in Idaho Code.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Christina Linder by email at cplinder@sde.idaho.gov or

by phone at 208-332-6886 or at the address listed below.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 24, 2012.

DATED this 16th day of August, 2012.

Tom Luna
Idaho Superintendent of Public Instruction
State Department of Education
650 West State Street
P.O. Box 83720
Boise, Idaho 83720-0027
telephone: 208-332-6800; fax: 208-334-2228

THE FOLLOWING IS THE PROPOSED TEXT OF DOCKET NO. 08-0202-1203

004. INCORPORATION BY REFERENCE.

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

01. Idaho Standards for the Initial Certification of Professional School Personnel as approved on ~~November 17, 2010~~ August 16, 2012. Copies of this document can be found on the Office of the State Board of Education website at www.boardofed.idaho.gov. (4-7-11)()

02. Standards for Idaho School Buses and Operations as approved on June 23, 2011. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise Idaho, 83702 and can also be accessed electronically at <http://www.sde.idaho.gov/site/transportation/library.htm>. (3-29-12)

03. Operating Procedures for Idaho Public Driver Education Programs as approved on November 17, 2010. The Operating Procedures for Idaho Public Driver Education Programs are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702 and can also be accessed electronically at http://www.sde.idaho.gov/site/driver_edu/forms_curriculum.htm. (4-7-11)

IDAPA 08 - STATE BOARD OF AND STATE DEPARTMENT OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-1204

NOTICE OF RULEMAKING - PROPOSED RULE

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Section 33-1511(2), Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 17, 2012.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

08.02.02.016, Idaho Educator Credential Renewal Requirement, Subsection 016.03, Comprehensive Literacy.

This new subsection is necessary to remedy an oversight regarding renewal requirements for certificate holders. The Idaho Comprehensive Literacy requirements were amended and moved from statute into Administrative Rule in 2011. While interim and initial certification requirements were addressed, no specific language was promulgated to require the Idaho Comprehensive Literacy Course for those renewing Idaho certificates.

08.02.02.021, Endorsements

This rule clarification is necessary in order to clearly stipulate that the Idaho Standards for Initial Certification of Professional School Personnel are the specific standards by which Idaho institutions must align their educator preparation programs in order to gain approval for teacher certification.

08.02.02.022, Endorsements A - D, Subsections 022.01, Agriculture Science and Technology (6-12); 022.04, Bilingual Education (K-12); and 022.06, Business Technology Education (6-12).

08.02.02.023, Endorsements E - L, Subsections 023.04, English as a New Language (ENL) (K-12); 023.05, Family and Consumer Sciences (6-12); and 023.06, Foreign Language (6-12 or K-12).

08.02.02.024, Endorsements M - Z, Subsections 024.01, Marketing Technology Education (6-12); 024.14, Technology Education (6-12); and 024.15, World Language (6-12 or K-12).

The Professional Standards Commission follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. In spring 2012 the Core Teacher Standards, Bilingual/English as a New Language Teacher standards, Foreign Language Teacher standards and Professional Technical Education Teacher standards were reviewed by committees of content experts. The Professional Technical Education Standards review also included the following enhancement standards: Agriculture Science and Technology, Business Technology Education, Family and Consumer Sciences, Marketing Technology Education, and Technology Education. All standards and endorsements were revised to better align with national standards and best practices, then presented to the Professional Standards Commission for consideration. The Professional Standards Commission has recommended approval of all of the committee's proposed revisions including renaming the Foreign Language standards and endorsement to World Language.

08.02.02.029, Consulting Teacher Endorsement, Subsections 029.01 and 029.02:

This rule revision is in response to two primary areas of deficit within the existing Consulting Teacher Endorsements.

Consulting teachers are teacher leaders who facilitate the design and implementation of sustained, intensive, and job-embedded professional learning for other teachers based on identified student and teacher needs.

As Idaho continues to recognize the need for teacher leaders, it is necessary to standardize content competencies.

Amendment to the rule promotes consistency and rigor to more closely align with current Idaho standards and national best practices.

Teachers in these positions can support and inform school leaders, creating a culture of success that can reverberate across their districts and beyond. Working with their colleagues, teacher leaders can implement strategies that improve student learning. Research shows that collective leadership has a stronger influence on student achievement than individual leadership. The proposed teacher leader standards seek to generate collective leadership by fostering professional discussion about best practices and advancing new roles for teachers to serve.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased:

There is no imposed or increased fee associated with these changes.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year resulting from this rulemaking:

The Professional Standards Commission, out of a dedicated fund, incurred the expense of the revisions process and negotiated rulemaking for these renewal and endorsement requirements.

NEGOTIATED RULEMAKING: Pursuant to Section 67-5220(2), Idaho Code, negotiated rulemaking was not conducted because: N/A

INCORPORATION BY REFERENCE: Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule: N/A

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Christina Linder by email at cplinder@sde.idaho.gov, or by phone at 208-332-6886, or at the address listed below.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 24, 2012.

DATED this 16th day of August, 2012.

Tom Luna
Idaho Superintendent of Public Instruction
State Department of Education
650 West State Street
P.O. Box 83720
Boise, Idaho 83720-0027
telephone: 208-332-6800; fax: 208-334-2228

THE FOLLOWING IS THE PROPOSED TEXT OF DOCKET NO. 08-0202-1204

016. IDAHO EDUCATOR CREDENTIAL.

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (Section 33-1201, Idaho Code)
(3-16-04)

01. Renewal Requirement - Mathematics In-Service Program. In order to recertify, the state approved mathematics instruction course titled "Mathematical Thinking for Instruction" shall be required. The

“Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training). Teachers and administrators shall take one (1) of the three (3) courses developed that each teacher deems to be most closely aligned with their current assignment prior to September 1, 2014. Any teacher or administrator successfully completing said course shall be deemed to have met the requirement of Subsection 060.03.c. of this rule, regardless of whether such course is part of any official transcript. Successful completion of state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals listed in Subsection 016.01.a. through 016.01.e. shall successfully complete the “Mathematical Thinking for Instruction” course in order to recertify: (4-7-11)

- a. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) who is employed in an elementary classroom (multi-subject classroom, K-8); (3-29-10)
- b. Each teacher holding a Standard Elementary Certificate (K-8); (3-29-10)
- c. Each teacher holding a Standard Secondary Certificate (6-12) teaching in a math content classroom (grade six (6) through grade twelve (12)) including Title I classrooms; (3-29-10)
- d. Each teacher holding a Standard Exceptional Child Certificate (K-12); and (3-29-10)
- e. Each school administrator holding an Administrator Certificate (Pre K-12). (3-29-10)

02. Out-of-State Applicants. Out-of-state applicants shall take the state approved mathematics instruction course titled “Mathematical Thinking for Instruction” as a certification requirement. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training). (3-29-10)

03. Renewal Requirement - Comprehensive Literacy. Completion of the Idaho Comprehensive Literacy Course or passing the Idaho Comprehensive Literacy Assessment is required for renewal of an Idaho professional education credential for anyone who holds a Standard Elementary or Standard Exceptional Child Certificate, regardless of their employment status at the time of renewal. ()

(BREAK IN CONTINUITY OF SECTIONS)

021. ENDORSEMENTS.

Holders of a Secondary Certificate or a Standard Elementary Certificate, Exceptional Child Certificate, Standard Occupational Specialist Certificate, and Advanced Occupational Specialist Certificate may be granted endorsements in subject areas as provided herein. Idaho preparation programs shall prepare candidates for endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel. An official statement of competency in a teaching area or field is acceptable in lieu of courses for a teaching major or minor if such statements originate in the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. To add an endorsement to an existing credential, an individual shall complete the credit hour requirements as provided herein and shall also meet or exceed the state qualifying score on appropriate, state approved content, pedagogy and performance assessments. When converting semester credit hours to quarter credit hours, two (2) semester credit hours is equal to three (3) quarter credit hours. (~~3-29-12~~)()

022. ENDORSEMENTS A - D.

01. Agriculture Science and Technology (6-12). (3-16-04)

a. Forty-five (45) semester credit hours including standards based course work in each of the following areas: agriculture education; agriculture mechanics; agriculture business management; soil science; animal science; and plant science. (~~3-16-04~~)()

b. Occupational teacher preparation coursework that relates to the appropriate area(s) as provided in Sections 034 through 038. ~~(3-16-04)~~()

02. American Government /Political Science (6-12). Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American Government, six (6) semester credit hours in U.S. History Survey, and a minimum of three (3) semester credit hours in Comparative Government. Remaining course work must be selected from Political Science. Course work may include three (3) semester credit hours in World History Survey. (4-11-06)

03. Art (K-12 or 6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Visual Arts Teachers in the area of Art to include a minimum of nine (9) semester credit hours in: Foundation Art and Design. Additional course work must include at least two (2) Studio Areas and Secondary Arts Methods. To obtain an Art (K-12) endorsement, applicants holding a Secondary Certificate must complete an elementary methods course. (4-7-11)

04. Bilingual Education (K-12). Twenty (20) to forty-five (45) semester credit hours leading toward competency as defined by Idaho Standards for Bilingual Education Teachers to include ~~six (6)~~ all of the following: at least nine (9) upper division semester credits* hours in one (1) Modern Language* other than English, including writing and literature, and advanced proficiency according to the American Council on the Teaching of Foreign Languages (ACTFL) guidelines: cultural diversity; three (3) semester credit hours in cross-cultural or multi-cultural course work; three (3) semester credit hours in ENL/Bilingual Methods; three (3) semester credit hours in Linguistics; three (3) semester credit hours in second language acquisition theory and practice; Foundations of ENL/Bilingual Education, Federal and State Law, Theory; Testing/identification of Limited English Proficient Students; one (+) at least two (2) semester credit hours in Bilingual Practicum; and one (+) three (3) semester credit hours in a Bilingual Field Experience Education related elective (ex: linguistics, critical pedagogy, parent involvement). ~~(3-30-07)~~()

05. Biological Science (6-12). Twenty (20) semester credit hours to include at least six (6) semester credit hours of course work in each of the following areas: Botany and Zoology. (3-16-04)

06. Business Technology Education (6-12). (3-16-04)

a. Twenty (20) to forty-five (45) semester credit hours to include standards based course work in each of the following areas: ~~Intermediate or Advanced Keyboarding; Accounting; and Business/Office Procedures computer and technical applications in business; economics; methods of teaching business education; Professional-Technical Student Organization (PTSO) leadership; business communication/writing; and office procedures.~~ Additional competencies may be satisfied through the following: entrepreneurship; finance; marketing; business law; and/or career guidance. ~~(3-16-04)~~()

b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038. ~~(3-16-04)~~()

07. Chemistry (6-12). Twenty (20) semester credit hours in the area of Chemistry. (3-16-04)

08. Communication (6-12). Follow one (1) of the following options: (3-16-04)

a. Option I: Twenty (20) semester credit hours to include Methods of Teaching Speech/Communications plus course work in at least four (4) of the following areas: Interpersonal Communication/Human Relations; Argumentation/Personal Persuasion; Group Communications; Nonverbal Communication; Public Speaking; and Drama/Theater Arts. (3-16-04)

b. Option II: Possess an English endorsement plus at least twelve (12) semester credit hours distributed among the following: Interpersonal Communication/Human Relations, Public Speaking, and Methods of Teaching Speech/Communication. (3-16-04)

10. Drama (6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho

Standards for Drama Teachers, including a minimum of sixteen (16) semester credit hours in Drama or Theater Arts, including course work in each of the following: Acting, Directing, and Technical Stage Production, and four (4) semester credit hours in Communications. To obtain a Drama (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theatre. (4-7-11)

11. Driver Education (6-12). Two (2) semester credit hours in Basic Driver Education for Teachers and two (2) semester credit hours in any of the following: Advanced Driver Education; Driver Simulation Education; Traffic Engineering; General Safety Education; or Highway Transportation. Additionally, an individual must have three (3) years of satisfactory driving experience immediately prior to endorsement as verified by the Motor Vehicle Division of the State Department of Transportation. (3-16-04)

023. ENDORSEMENTS E - L.

01. Earth Science (6-12). Twenty (20) semester credit hours including course work in each of the following: Earth Science, Astronomy, and Geology. (4-11-06)

02. Economics (6-12). Twenty (20) semester credit hours to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of Personal Finance/Consumer Economics/Economics Methods. Remaining course work may be selected from economics and finance course work in one (1) or more of the following areas: Agriculture Science and Technology, Business Education, Economics, Family and Consumer Science, or Marketing Education. (4-11-06)

03. English (6-12). Twenty (20) semester credit hours, including three (3) semester credit hours in Linguistics/Grammar, three (3) semester credit hours in American Literature, three (3) semester credit hours in English Literature, six (6) semester credit hours in Advanced Composition, excluding the introductory sequence designed to meet general education requirements. Remaining credits must be completed in the English Department, and must include some course work in Writing Methods for Teachers of Secondary Students. (3-16-04)

04. English as a New Language (ENL) (K-12). Twenty (20) ~~to forty-five (45)~~ semester credit hours ~~leading toward competency as defined by Idaho Standards for ENL Teachers~~ to include all of the following: at least four (4) semester credit hours in a modern language other than English; ~~three (3) semester credit hours in Cultural Diversity; ~~three (3) semester credit hours in ENL Methods; ~~three (3) semester credits in Linguistics; ~~three (3) semester credit hours in second language acquisition theory and practice; Foundations of ENL/Bilingual Education, Federal and State Law, ~~Theory~~, Testing/Identification of Limited English Proficient Students; and at least one (1) semester credit in ENL Practicum or Field Experience; and ~~three (3) semester credit hours in an ENL related elective.~~~~~~~~~~ (3-29-12)(____)

05. Family and Consumer Sciences (6-12). (3-16-04)(____)

a. Thirty (30) ~~to forty-five (45)~~ semester credit hours to include standards based coursework in each of the following areas: Child/Human Development; Human/Family Relations; Directed Laboratory Experience in Childcare; ~~Clothing Apparel~~ and Textiles, Cultural Dress, Fashion Merchandising, or Design; Nutrition; Food Preparation, Food Production, or Culinary Arts; Housing, Interior Design, Home Management, or Equipment; Consumer Economics or Family Resource Management; Introduction to Family Consumer Sciences; Professional-Technical Student Organization (PTSO) leadership; and Integration of Family Consumer Sciences or Family Consumer Science Methods. (3-16-04)(____)

b. Occupational ~~T~~eacher ~~P~~reparation that relates to the appropriate area(s) as provided in Sections 034 through 038. (3-16-04)(____)

~~**06. Foreign Language (6-12 or K-12).** Twenty (20) semester credit hours in a specific foreign language including course work in two (2) or more of the following areas: Grammar, Conversation, Composition, Culture, and Literature; and course work in Foreign Language Methods. To obtain an endorsement in a specific foreign language (K-12), applicants holding a Secondary Certificate must complete an elementary methods course. (4-11-06)~~

076. Geography (6-12). Twenty (20) semester credit hours including course work in Cultural Geography and Physical Geography, and a maximum of six (6) semester credit hours in World History Survey. Remaining semester credit hours must be selected from Geography. (4-11-06)

087. Geology (6-12). Twenty (20) semester credit hours in the area of Geology. (3-16-04)

098. Gifted and Talented (K-12). Twenty (20) semester credit hours, to include a minimum of three (3) semester credits hours in each of the following: Foundations of Gifted and Talented Education; Creative/Critical Thinking Skills for Gifted and Talented Students; Social and Emotional Needs of Gifted and Talented Students; Curriculum and Instruction for Gifted and Talented Students; and Practicum and Program Design for Gifted and Talented Education. Remaining course work must be in the area of gifted education. (5-8-09)

409. Health (6-12 or K-12). Twenty (20) semester credit hours to include course work in Organization/Administration/Planning of a School Health Program; Health and Wellness; Secondary Methods of Teaching Health; Elementary methods of Teaching Health; Mental/Emotional Health; Nutrition; Human Sexuality; Substance Use and Abuse. Remaining semester credits must be in health-related course work. (4-7-11)

140. History (6-12). Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. History Survey and a minimum of six (6) semester credit hours of World History Survey. Remaining course work must be in History. Course work may include three (3) semester credit hours in American Government. (4-11-06)

121. Humanities (6-12). An endorsement in English, History, Music, Visual Art, Drama, or Foreign Language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: Literature, Music, Foreign Language, Humanities Survey, History, Visual Art, Philosophy, Drama, Comparative World Religion, Architecture, and Dance. (4-11-06)

132. Journalism (6-12). Follow one (1) of the following options: (3-16-04)

a. Option I: Twenty (20) semester credit hours to include a minimum of sixteen (16) semester credit hours in Journalism and four (4) semester credit hours in English. (3-16-04)

b. Option II: Possess an English endorsement with a minimum of six (6) semester credit hours in Journalism. (3-16-04)

143. Library Media Specialist (K-12). Twenty (20) semester credit hours in the field of Education Media or Library Science, including a minimum of: (5-8-09)

a. Collection Development/Materials Selection; (5-8-09)

b. Literature for Youth or Children; (5-8-09)

c. Organization of Information (Cataloging and Classification); (5-8-09)

d. School Library Administration/Management; and (5-8-09)

e. Library Information Technologies and Information Literacy. (5-8-09)

154. Literacy (K-12). Twenty (20) semester credit hours in the area of Literacy including a minimum of three (3) semester credit hours in each of the following areas: Foundations of Reading or Developmental Reading; Reading in the Content Area; Literature for Youth; Psycholinguistics or Language Development; Corrective/Diagnostic/Remedial Reading; and Teaching Writing. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment. Remaining credits must be taken in the area of teaching literacy. (5-8-09)

024. ENDORSEMENTS M - Z.

- 01. Marketing Technology Education (6-12).** (3-16-04)
- a.** Twenty (20) ~~to forty-five (45)~~ semester credit hours to include standards based course work in each of the following areas: Marketing; Management; Economics; Coordination of Cooperative Programs; Merchandising/Retailing; ~~and Curriculum and Materials Marketing~~ Methods of Teaching Marketing Education; and Professional-Technical Student Organization (PTSO) Leadership, with remaining credit hours in ~~the field of business~~ Entrepreneurship; Hospitality and Tourism; Finance; or Accounting. (3-16-04)()
- b.** Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038. (3-16-04)()
- 02. Mathematics - Basic (6-12).** Twenty (20) semester credit hours in Mathematics including course work in Algebra, Geometry, and Trigonometry. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in Mathematics. (3-16-04)
- 03. Mathematics (6-12).** Twenty (20) semester credit hours including course work in each of the following areas: Geometry, Linear Algebra, Discrete Mathematics, Probability and Statistics, and a minimum of three (3) semester credit hours of Calculus. Statistics course work may be taken from a department other than the mathematics department. (4-11-06)
- 04. Music (6-12 or K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Music Teachers to include course work in the following: Theory and Harmony; Aural Skills, Music History; Conducting; Applied Music; and Piano Proficiency (Class Piano or Applied Piano), and Secondary Music Methods/Materials. To obtain a Music K-12 endorsement, applicants must complete an elementary music methods course. (4-7-11)
- 05. Natural Science (6-12).** Follow one (1) of the following options: (4-7-11)
- a.** Option I: Must hold an existing endorsement in one of the following areas: Biological Science, Chemistry, Earth Science, Geology, or Physics; and complete a total of twenty-four (24) semester credit hours as follows: (4-7-11)
- i.** Existing Biological Science Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Physics, Chemistry, and Earth Science or Geology. (4-7-11)
- ii.** Existing Physics Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Chemistry, and Earth Science or Geology. (4-7-11)
- iii.** Existing Chemistry Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Earth Science or Geology. (4-7-11)
- iv.** Existing Earth Science or Geology Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Chemistry. (4-7-11)
- b.** Option II: Must hold an existing endorsement in Agriculture Science and Technology; and complete twenty (20) semester credit hours with at least four (4) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science or Geology, and Physics. (4-7-11)
- 06. Physics (6-12).** Twenty (20) semester credit hours in the area of Physics. (3-16-04)
- 07. Physical Education (PE) (6-12 or K-12).** Twenty (20) semester credit hours to include course work in each of the following areas: Sport, Movement, and Outdoor Skills; Elementary PE Methods; Secondary PE Methods; Student Evaluation in PE; Administration of a PE Program; Safety and Prevention of Injuries; Fitness and Wellness; PE for Special Populations; Exercise Physiology; Kinesiology/Biomechanics; Sports Psychology or Sociology; Motor Behavior; and Current CPR and First Aid Certification. (3-30-07)
- 08. Physical Education/Health.** Must have an endorsement in both physical education and health.

(3-30-07)

09. Physical Science (6-12). Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: Chemistry and Physics. (3-16-04)

10. Psychology. Twenty (20) semester credit hours in the area of Psychology. (3-16-04)

11. Social Studies (6-12). Must have an endorsement in History, American Government/Political Science, Economics, or Geography plus a minimum of twelve (12) semester credit hours in each of the remaining core endorsements areas: History, Geography, Economics, and American Government/Political Science. (3-29-10)

12. Sociology (6-12). Twenty (20) semester credit hours in the area of Sociology. (3-16-04)

13. Sociology/Anthropology (6-12). Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology and Sociology. (3-16-04)

14. Technology Education (6-12). (3-16-04)

a. Twenty (20) to forty-five (45) semester credit hours to include standards based course work in each of the following areas: Communication Technology; Computer Applications; Construction Technology; Electronics Technology; Manufacturing Technology; Power, Energy and Transportation and other relevant emerging technologies; and Principles of Technology Engineering Design. (3-16-04)()

b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038. (3-16-04)()

15. World Language (6-12 or K-12). Twenty (20) to forty-five (45) semester credit hours to include a minimum of twelve (12) upper division credits in a specific world language taken within the last ten (10) years leading to a proficiency level as defined by a state-approved exam (for example, a passing grade on the Praxis or an Advanced level as defined by the American Council on the Teaching of Foreign Languages (ACTFL)). Standards based course work must include two (2) or more of the following areas: Grammar, Conversation, Composition, Culture, and Literature; and course work in Foreign Language Methods. To obtain an endorsement in a specific foreign language (K-12), applicants holding a Secondary Certificate must complete an elementary methods course. ()

(BREAK IN CONTINUITY OF SECTIONS)

029. CONSULTING TEACHER/TEACHER LEADER ENDORSEMENT.

Consulting teachers provide technical assistance to teachers and other staff in the school district with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. ~~They may also provide direct intervention for students with significant needs.~~ Candidates who hold this endorsement are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. This endorsement is valid for five (5) years and is renewable based upon successful completion and verification of an additional four (4) semester credits beyond those required for standard certification renewal. The additional credits shall be taken for university or college credit consistent with the Individual Professional Learning Plan (IPLP). (3-29-10)()

01. Special Education Consulting Teacher - Eligibility for Endorsement. To be eligible for a Special Education Consulting Teacher endorsement on the Standard Exceptional Child Certificate, the Early Childhood /Early Childhood Special Education Blended Certificate (Birth-Grade 3), the Standard Elementary Certificate or the Standard Secondary Teaching Certificate, a candidate must have satisfied the following requirements: (3-29-10)

a. Education Requirements. Qualify for or hold a Standard Exceptional Child Certificate and qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3). ~~Plus completion, in an accredited college or university, of, and hold~~ a master's degree or an approved fifth year program as defined by the Idaho State Board of Education, and have demonstrated content competencies in the following areas: ()

- i. Assessment of learning behaviors; ()
- ii. Individualization of instructional programs based on educational diagnosis; ()
- iii. Behavioral and/or classroom management techniques; ()
- iv. Program implementation and supervision; ()
- v. Knowledge in use of current methods, materials and resources available and management and operation of media centers; ()
- vi. Ability in identifying and utilizing community or agency resources and support services; and ()
- vii. Counseling skills and guidance of professional staff. (4-11-06)()

b. Experience. Completion of a minimum of three (3) years' teaching experience, at least two (2) years of which must be in a special education classroom setting. (3-16-04)

c. ~~Letter of Recommendation. Provide a letter of recommendation from the superintendent of a school district that provides verification of demonstrated competencies in the following areas: assessment of learning behaviors; individualization of instructional programs based on educational diagnosis; behavioral and/or classroom management techniques; program implementation and supervision; knowledge in use of current methods, materials and resources available and management and operation of media centers; ability in identifying and utilizing community or agency resources and support services; and counseling skills and guidance of professional personnel and three (3) years of successful experience as a special education teacher working with classroom teachers in elementary or secondary schools; and Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include:~~ (4-11-06)()

- i. Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and ()
- ii. The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: ()
 - (1) Understanding Adults As Learners to Support Professional Learning Communities; ()
 - (2) Accessing and Using Research to Improve Practice and Student Achievement; ()
 - (3) Promoting Professional Learning for Continuous Improvement; ()
 - (4) Facilitating Improvements in Instruction and Student Learning; ()
 - (5) Using Assessments and Data for School and District Improvement; ()
 - (6) Improving Outreach and Collaboration with Families and Community; and ()
 - (7) Advocating for Student Learning and the Profession. ()

d. ~~Three (3) years~~ Not less than one (1) semester of successful experience as a special education

teacher working with classroom teachers in elementary or secondary schools. (4-11-06)()

02. Mathematics Consulting Teacher - Eligibility for Endorsement. To be eligible for a Mathematics Consulting Teacher endorsement on the Standard Elementary Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3), a candidate must have satisfied the following requirements: (3-29-10)

a. Education Requirements. Qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3) and have demonstrated content competencies, ~~in the following areas through a minimum of twenty (20) semester credit hours of e~~Coursework: and content domains required include the full series of Mathematics Thinking for Instruction (MTI), Number and Operation, Geometry, Algebraic Reasoning, Measurement and Data Analysis, and Statistics and Probability which are centered on the following emphases: (3-29-10)()

~~**b.i.** The competencies are centered on four emphases: Big Ideas in~~ Structural Components of Mathematics; ()

~~**ii.** Modeling, Justification, Proof and~~ Argumentation, Generalization; ()

~~**iii.** Mathematics~~ al Knowledge for Teaching, and Rich Tasks. Coursework required includes the full series of Mathematics Thinking for Instruction (MTI), Geometry & Measurement, Algebraic Reasoning, and Data Analysis & Probability (Ball, Thames, & Phelps, 2008). (3-29-10)()

~~**eb.** Experience. Completion of a minimum of three (3) years' teaching experience.~~ (3-29-10)

~~**dc.** Assessment of Performance. Prior to being granted the Mathematics Consulting Teacher endorsement, candidates must have proof of successful performance through teacher portfolios. These portfolios will include both quantitative and qualitative measurements such as pre and post interviews, teacher knowledge inventories, classroom video, lesson plans, and student work samples. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include:~~ (3-29-10)()

~~**i.** Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and~~ ()

~~**ii.** The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows:~~ ()

~~(1) Understanding Adults As Learners to Support Professional Learning Communities;~~ ()

~~(2) Accessing and Using Research to Improve Practice and Student Achievement;~~ ()

~~(3) Promoting Professional Learning for Continuous Improvement;~~ ()

~~(4) Facilitating Improvements in Instruction and Student Learning;~~ ()

~~(5) Using Assessments and Data for School and District Improvement;~~ ()

~~(6) Improving Outreach and Collaboration with Families and Community; and~~ ()

~~(7) Advocating for Student Learning and the Profession.~~ ()

~~**d.** Not less than one (1) semester of successful experience as a mathematics teacher working with classroom teachers in elementary or secondary schools.~~ ()

IDAPA 08 - STATE BOARD OF AND STATE DEPARTMENT OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-1205

NOTICE OF RULEMAKING - PROPOSED RULE

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Section 33-1511(2), Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 17, 2012.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

On February 21, 2012 the State Department of Education (SDE) submitted an ESEA waiver to gain relief from the mandates of No Child Left Behind (NCLB). There were two application periods for waivers: November 2011 and February 2012. Idaho chose to apply in the second round so that the SDE was able to offer additional time for feedback and evaluation.

The SDE conducted extensive outreach. Once the draft application was completed, SDE met with stakeholders in person and through webinars to explain the waiver proposal. Along with the Institutional Research and Student Affairs Committee (IRSA), the SDE presented its ideas to the Board's Accountability Committee for feedback and took public comment via its website.

Principle 3 of the waiver clearly outlined required elements of teacher and principal evaluation models. As a result, Idaho needed to make adjustments to our teacher evaluation model and adopting a principal evaluation model for the state. The excerpt below is from the cover page that accompanied the waiver which was presented and approved at the State Board Meeting on February 16, 2012:

Supporting Effective Instruction and Leadership:

Idaho developed a statewide framework for teacher evaluation. Schools also receive financial rewards for effective instruction as measured by student achievement. The SDE is currently creating a statewide framework for principal evaluation which should be completed by May 2012. The state will use their frameworks to then make necessary changes with teacher and administrator preparation programs.

As a result of the work of both the Administrator Evaluation Focus Group and the Evaluation Capacity Task Force, both of which are referenced throughout the ESEA Waiver, recommended rule changes for increased rigor and utility of teacher evaluations are proposed, as well as a new section specific to administrator evaluation.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased:

There is no imposed or increased fee associated with these changes.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year resulting from this rulemaking:

These changes result in no fiscal impact.

NEGOTIATED RULEMAKING: Pursuant to Section 67-5220(2), Idaho Code, negotiated rulemaking was not conducted because:

Due to the time sensitive manner of the rule, negotiation was not possible and the recommendations for the revisions came from committees made up of stakeholder groups representing those that will be impacted by the rule revision.

INCORPORATION BY REFERENCE: Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule: N/A

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Luci Willits by email at lbwillits@sde.idaho.gov, or by phone at 208-332-6814, or at the address listed below.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 24, 2012.

DATED this 16th day of August, 2012.

Tom Luna
Idaho Superintendent of Public Instruction
State Department of Education
650 West State Street
P.O. Box 83720
Boise, Idaho 83720-0027
telephone: 208-332-6800; fax: 208-334-2228

THE FOLLOWING IS THE PROPOSED TEXT OF DOCKET NO. 08-0202-1205

120. LOCAL DISTRICT EVALUATION POLICY - TEACHER AND PUPIL PERSONNEL CERTIFICATE HOLDERS.

Each school district board of trustees will develop and adopt policies for teacher performance evaluation using multiple measures in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. ~~(3-29-10)~~()

01. Standards. Each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. Those domains and components include: (3-29-10)

- a. Domain 1 - Planning and Preparation: (3-29-10)
 - i. Demonstrating Knowledge of Content and Pedagogy; (3-29-10)
 - ii. Demonstrating Knowledge of Students; (3-29-10)
 - iii. Setting Instructional ~~Goals~~ Outcomes; ~~(3-29-12)~~()
 - iv. Demonstrating Knowledge of Resources; (3-29-10)
 - v. Designing Coherent Instruction; and (3-29-10)
 - vi. Designing Student Assessments. (3-29-12)
- b. Domain 2 - The Classroom Environment: (3-29-12)

- i. Creating an Environment of Respect and Rapport; (3-29-10)
- ii. Establishing a Culture for Learning; (3-29-10)
- iii. Managing Classroom Procedures; (3-29-10)
- iv. Managing Student Behavior; and (3-29-10)
- v. Organizing Physical Space. (3-29-10)
- c.** Domain 3 - Instruction and Use of Assessment: (3-29-10)
 - i. Communicating with Students; (3-29-12)
 - ii. Using Questioning and Discussion Techniques; (3-29-10)
 - iii. Engaging Students in Learning; (3-29-10)
 - iv. Using Assessment in Instruction; and (3-29-12)
 - v. Demonstrating Flexibility and Responsiveness. (3-29-12)
- d.** Domain 4 - Professional Responsibilities: (3-29-10)
 - i. Reflecting on Teaching; (3-29-10)
 - ii. Maintaining Accurate Records; (3-29-10)
 - iii. Communicating with Families; (3-29-10)
 - iv. Participating in a Professional Community; (3-29-12)
 - v. Growing and Developing Professionally; and (3-29-10)
 - vi. Showing Professionalism. (3-29-10)

02. Parent Input. For evaluations conducted on or after July 1, 2011, input from the parents and/or guardians of students shall be considered as a factor in the evaluation of any school-based certificated employees. For such certificated employees on a Category A, B or grandfathered renewable contract, this input shall be part of the first portion of the evaluation (as stipulated in 33-514(4), Idaho Code,) that must be completed before ~~February~~ March 1 of each year (Section 33-513 and 33-514, Idaho Code). ~~(3-29-12)~~(____)

03. Student Achievement. For evaluations conducted on or after July 1, 2012, all certificated employees must receive an evaluation in which at least fifty percent (50%) of the evaluation results are based on objective measures of growth in student achievement as determined by the board of trustees and based upon research. This student achievement portion of the evaluation shall be completed by the end of the school year in which the evaluation takes place (Section 33-513 and 33-514, Idaho Code), and must include growth in student achievement as measured by the Idaho Student Achievement Test (ISAT). ~~(3-29-12)~~(____)

04. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 16, ~~and each school nurse and librarian.~~ Evaluations shall be differentiated for pupil personnel certificate holders in a way that aligns with the Framework for Teaching to what extent possible. Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for ~~nonrenewable contract personnel and renewable contract personnel~~ certificated employees on a Category A, B or grandfathered renewable contract. ~~(3-29-12)~~(____)

05. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information: (4-1-97)

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)

b. Evaluation criteria -- statements of the general criteria upon which certificated personnel will be evaluated. (4-1-97)

c. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility ~~should~~ shall have received training in evaluation and after September 1, 2014, shall have proof of proficiency in evaluating teacher performance. (4-1-97)()

d. Sources of data -- description of the sources of data used in conducting certificated personnel evaluations. For classroom teaching personnel, classroom observation ~~should~~ shall be included as one (1) source of data. (4-1-97)()

e. Procedure -- description of the procedure used in the conduct of certificated personnel evaluations. (4-1-97)

f. Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (4-1-97)

g. Personnel actions -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (4-1-97)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (4-1-97)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (4-1-97)

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's personnel evaluation system. (4-1-97)

k. Professional development and training -- a plan for ongoing training ~~for evaluators/administrators and teachers on~~ and professional learning based upon the district's evaluation standards, ~~tool~~ and process. (3-29-10)()

l. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation. (3-29-10)

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. Aggregate data shall be the basis for the district's Needs Assessment in determining district-wide professional development. Individual performance data shall be the foundation of an Individual Professional Learning Plan for all teachers. Individual Professional Learning Plans shall be used in the annual evaluation as a means of measuring professional growth. Districts shall implement the use of Professional Growth Plans no later than September 1, 2014. (3-29-10)()

n. Individualizing teacher evaluation rating system -- A plan for how evaluations will be used to identify proficiency and ~~define a process that identifies and assists teachers in need of improvement~~ record growth over time. No later than March 01, 2014, districts shall have established an individualized teacher evaluation rating system with a ranking of unsatisfactory being equal to "1", basic being equal to "2", proficient being equal to "3", and distinguished being equal to "4". Districts shall ensure that an Individualized Professional Learning Plan is created

for each teacher based upon evaluation findings, and shall be used in subsequent years as the baseline measurement for professional development and growth. (3-29-10)()

o. A plan for including all stakeholders including, but not limited to, teachers, board members, and administrators in the development and ongoing review of their teacher evaluation plan. (3-29-10)

06. Evaluation Policy - Frequency of Evaluation. The evaluation policy shall include a provision for evaluating all certificated personnel on a fair and consistent basis. All contract personnel shall be evaluated at least once annually. An annual evaluation (Section 33-514 and 33-515) shall include, at a minimum, two (2) formative observations and/or evaluative discussions. (3-29-12)()

07. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). (4-1-97)

08. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for teacher and pupil personnel certificated performance evaluation in which criteria and procedures for the evaluation of are research based and aligned with the Framework for Teaching. Once developed, each district shall submit the system of evaluation to the State Department of Education for approval prior to formal adoption. By January 1, 2014 an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. ()

121. LOCAL DISTRICT EVALUATION POLICY - ADMINISTRATIVE CERTIFICATE HOLDERS. Each school district board of trustees will develop and adopt policies for administrator performance evaluation in which criteria and procedures for the evaluation of administratively certificated personnel are research based. The process of developing criteria and procedures for administrator evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the administrator for whom it is written. ()

01. Standards. Each district administrator evaluation model shall be aligned to state minimum standards, including proof of proficiency in conducting teacher evaluations using the state's adopted model, the Charlotte Danielson Framework for Teaching. Proof of proficiency in evaluating teacher performance shall be required of all administrators no later than September 1, 2014. Administrator evaluation standards shall additionally address the following domains and components: ()

a. Domain 1: School Climate - An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning. ()

i. School Culture - Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors. ()

ii. Communication - Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders. ()

iii. Advocacy - Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. ()

b. Domain 2: Collaborative Leadership - An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He/She uses research and/or best practices in improving the education program. ()

i. Shared Leadership - Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth. ()

ii. Priority Management - Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities. ()

iii. Transparency - Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions. ()

iv. Leadership Renewal - Administrator strives to continuously improve leadership skills through professional development, self-reflection, and utilization of input from others. ()

v. Accountability - Administrator establishes high standards for professional, legal, ethical, and fiscal accountability self and others. ()

c. Domain 3: Instructional Leadership - An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He/She provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program. ()

i. Innovation - Administrator seeks and implements innovative and effective solutions that comply with general and special education law. ()

ii. Instructional Vision - Administrator insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject. ()

iii. High Expectations - Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being. ()

iv. Continuous Improvement of Instruction - Administrator has proof of proficiency in assessing teacher performance based upon the Danielson Framework for Teaching. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision. ()

v. Evaluation - Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. ()

vi. Recruitment and Retention -Administrator recruits and maintains a high quality staff. ()

02. Parent Input. For evaluations conducted on or after July 1, 2012, input from the parents and/or guardians of students shall be considered as a factor in the evaluation of any school-based certificated employees (as stipulated in 33- 514(4), Idaho Code). ()

03. Student Achievement. For evaluations conducted on or after July 1, 2012, all certificated employees must receive an evaluation in which at least fifty percent (50%) of the evaluation results are based on objective measures of growth in student achievement as determined by the board of trustees and based upon research. This student achievement portion of the evaluation shall be completed by the end of the school year in which the evaluation takes place (Section 33-513 and 33-514, Idaho Code) and must include growth in student achievement as measured by the Idaho Student Achievement Test (ISAT). ()

04. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information: ()

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional leadership, personnel decisions. ()

b. Evaluation criteria -- statements of the general criteria upon which administratively certificated personnel will be evaluated. ()

c. Evaluator -- identification of the individuals responsible for appraising or evaluating administratively certificated personnel performance. The individuals assigned this responsibility shall have received training in evaluation. ()

d. Sources of data -- description of the sources of data used in conducting administratively certificated personnel evaluations. Proficiency in conducting observations and evaluating effective performance shall be included as one (1) source of data. ()

e. Procedure -- description of the procedure used in the conduct of administratively certificated personnel evaluations. ()

f. Communication of results -- the method by which administratively certificated personnel are informed of the results of evaluation. ()

g. Personnel actions -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. ()

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of administrator evaluations. ()

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. ()

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's administrator evaluation system. ()

k. Professional development and training -- a plan for ongoing training and professional learning based upon the district's evaluation standards and process. ()

l. Funding -- a plan for funding ongoing training and professional development for evaluators of administrators. ()

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. Individual performance data shall be the foundation of an Individual Professional Learning Plan for all administrators. Individual Professional Learning Plans shall be used in the annual evaluation as a means of measuring professional growth with an emphasis on instructional leadership. Districts shall implement the use of Professional Growth Plans no later than September 1, 2014. ()

n. Individualizing administrator evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time. No later than March 1, 2014, districts shall have established an individualized administrator evaluation rating system with a ranking of unsatisfactory being equal to "1", basic being equal to "2", proficient being equal to "3", and distinguished being equal to "4". Districts shall ensure that an Individualized Professional Learning Plan is created for each administrator based upon evaluation findings, and shall be used in subsequent years as the baseline measurement for professional development and growth. ()

o. A plan for including all stakeholders including, but not limited to, teachers, board members, and administrators in the development and ongoing review of their administrator evaluation plan. ()

05. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all administrative personnel on a fair and consistent basis. An annual evaluation (Section 33-514 and 33-515) shall include, at a minimum, two (2) formative observations and evaluative discussions. ()

06. Evaluation Policy - Personnel Records. Permanent records of each administrator evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). ()

07. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for administrator performance evaluation in which criteria and procedures for the evaluation are research based and aligned with state standards. Once developed, each district shall submit the system of evaluation to the State Department of Education for approval prior to formal adoption. By January 1, 2014 an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. ()

IDAPA 08 - STATE BOARD OF AND STATE DEPARTMENT OF EDUCATION

08.02.03 - RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-1205

NOTICE OF RULEMAKING - PROPOSED RULE

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Section 33-1511(2), Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 17, 2012.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

Title III Part A of the Elementary and Secondary Education Act requires states to have English language development/proficiency standards in place for Limited English Proficient (LEP) students. In 2006, Idaho adopted English Language Development Standards (ELD) in Language Arts followed by the Math and Science ELD standards in 2008. Extensive ongoing training and technical assistance has been provided for districts to help ensure effective rollout and implementation of these standards.

With the shift to the Common Core State Standards (CCSS) in Language Arts and Mathematics, Idaho must either augment its current ELD standards in order to align to the CCSS, or adopt new standards that are already in alignment.

The State Department of Education has chosen to adopt the 2012 World-Class Instructional Design and Assessment (WIDA) Standards as they have already been aligned to the CCSS. The notion that student outcomes will be improved through coherent systems of expectations is central to the WIDA Standards. WIDA's alignment study, conducted by the University of Oklahoma's Department of Educational Training, Evaluation, Assessment and Measurement, analyzed and confirmed the relationship between English language development standards and academic content through the Common Core State Standards.

Alignment to the Common Core (CC) includes, but is not limited to:

- Standards for individual grades;
- Topical vocabulary that reflects grade-level language related to the example topic;
- Cognitive Function and Example Context for Language Use are added; and
- Connections to a specific CC standard are made for each ELD standard.

The WIDA Standards are for grades Pre-K through 12th and are aligned to the following academic subject areas: Language Arts, Mathematics, Science, and Social Studies. In addition to these subject areas, WIDA has strands in various other subject areas such as Social and Instructional Language, Technology and Engineering, Health and Physical Education, and Music and Performing Arts.

Each standard has key elements of mastery for each language level, is explicitly connected to the CCSS, and has Topical Academic Vocabulary, Cognitive Function, and Example Context for Language Use specific to each subject area.

Idaho has also joined the Assessment Services Supporting ELs through Technology Systems (ASSETS) consortium for the "next generation" of language proficiency tests. Twenty nine states will work together to build a new language proficiency assessment based on the 2012 WIDA standards.

Idaho's English Language Proficiency Standards Implementation Timeline:

- August 2012: Present the WIDA ELD Standards to the State Board of Education.

- January 2013: Board Rules to adopt WIDA ELD Standards to Idaho Legislature.
- School year 2013-2014: Implementation of the WIDA ELD standards. Continued Professional Development will be provided.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased:

There is no imposed or increased fee associated with these changes.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year resulting from this rulemaking:

These changes result in no fiscal impact.

NEGOTIATED RULEMAKING: Pursuant to Section 67-5220(2), Idaho Code, negotiated rulemaking was not conducted because the academic standards were developed by national experts. Idaho educators will be given the opportunity to comment on the standards.

INCORPORATION BY REFERENCE: Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule:

The WIDA standards will guide educators in teaching English learners academic content, as aligned with the Common Core State Standards. The WIDA standards are a large document, so are more amenable to being incorporated by reference.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Luci Willits by email at lbwillits@sde.idaho.gov, or by phone at 208-332-6814, or at the address listed below.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 24, 2012.

DATED this 16th day of August, 2012.

Tom Luna
Idaho Superintendent of Public Instruction
State Department of Education
650 West State Street
P.O. Box 83720
Boise, Idaho 83720-0027
telephone: 208-332-6800; fax: 208-334-2228

THE FOLLOWING IS THE PROPOSED TEXT OF DOCKET NO. 08-0203-1205

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule:

(3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at

- www.boardofed.idaho.gov. (3-29-10)
- a. Driver Education, as revised and adopted on August 21, 2008. (3-29-10)
 - b. Health, as revised and adopted on April 17, 2009. (3-29-10)
 - c. Humanities Categories: (3-29-10)
 - i. Art, as revised and adopted on April 17, 2009; (3-29-10)
 - ii. Dance, as revised and adopted on April 17, 2009; (3-29-10)
 - iii. Drama, as revised and adopted on April 17, 2009; (3-29-10)
 - iv. Interdisciplinary, as revised and adopted on April 17, 2009; (3-29-10)
 - v. Music, as revised and adopted on April 17, 2009; (3-29-10)
 - vi. World languages, as revised and adopted on April 17, 2009. (3-29-10)
 - d. English Language Arts, as revised and adopted on August 11, 2010. (4-7-11)
 - e. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)
 - f. Mathematics, as revised and adopted on August 11, 2010. (4-7-11)
 - g. Physical Education, as revised and adopted on April 17, 2009. (3-29-10)
 - h. Science, as revised and adopted on April 17, 2009. (3-29-10)
 - i. Social Studies, as revised and adopted on April 17, 2009. (3-29-10)
 - j. Information and Communication Technology, as revised and adopted on April 22, 2010. (4-7-11)
- 02. The *Idaho* English Language Development (ELD) Standards.** The *Idaho World-Class Instructional Design and Assessment (WIDA) 2012* English Language Development (ELD) Standards as adopted by the State Board of Education on August 10, 2006 2012. Copies of the document can be found on the *State Board of Education website at www.boardofed.idaho.gov WIDA website at www.wida.us/standards/eld.aspx. (4-2-08)(____)*
- 03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures.** The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)
- 04. The Idaho English Language Assessment (IELA) Achievement Standards.** The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)
- 05. The Idaho Standards Achievement Tests (ISAT) Achievement Standards.** Achievement Standards as adopted by the State Board of Education on May 30, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)
- 06. The Idaho Extended Content Standards.** The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at www.boardofed.idaho.gov. (5-8-09)

07. The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on May 18, 2011. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-12)

08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)

09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)

IDAPA 08 - STATE BOARD OF AND STATE DEPARTMENT OF EDUCATION

08.02.03 - RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-1206

NOTICE OF RULEMAKING - PROPOSED RULE

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Section 33-1511(2), Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 17, 2012.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

Section 33-1627, Idaho Code, establishes a mobile computing device program for high school teachers, beginning in the 2012-13 school year, and students, beginning in the 2013-14 school year. It also allows school districts that already have a mobile computing program to receive an allocation of funds equal to the cost of purchasing mobile computing devices, in lieu of receiving such devices. Therefore, the state needs a framework to determine whether or not a school district meets the goal of the one-to-one mobile computing device program before discretionary funds in lieu of devices are allocated.

The definition in the proposed rule was crafted to take into account the need for every student and teacher to have access to the device all day, rather than a lab with limited devices, and the need for the devices to have connectivity, full functionality and mobility.

The definition in the proposed rule was crafted at the recommendation of the Technology Task Force in order to define a holistic approach to professional development that is well planned and administered to develop and promote effective instructional practices. The definition ensures the incorporation of high academic standards, data driven analysis and review, individualized course offerings or opportunities, and developing professional learning communities.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased:

There is no imposed or increased fee associated with these changes.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year resulting from this rulemaking:

These changes result in no fiscal impact.

NEGOTIATED RULEMAKING: Pursuant to Section 67-5220(2), Idaho Code, negotiated rulemaking was not conducted because:

These definitions are in response to the recommendations of the 39 member Technology Taskforce. The Public will have the opportunity to respond and give comment during State Board meetings and during the public comment period.

INCORPORATION BY REFERENCE: Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule: N/A

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Luci Willits by email at lbwillits@sde.idaho.gov, or by phone at 208-332-6814, or at the address listed below.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 24, 2012.

DATED this 16th day of August, 2012.

Tom Luna
Idaho Superintendent of Public Instruction
State Department of Education
650 West State Street

P.O. Box 83720
Boise, Idaho 83720-0027
telephone: 208-332-6800
fax: 208-334-2228

THE FOLLOWING IS THE PROPOSED TEXT OF DOCKET NO. 08-0203-1206

008. DEFINITIONS H - S.

01. Interdisciplinary or Integrated Assessment. Assessment based on tasks that measures a student's ability to apply concepts, principles, and processes from two (2) or more subject disciplines to a project, issue, or problem. (4-5-00)

02. International Baccalaureate (IB) - Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college credit. Successful completion of the full course of study leads to an IB diploma. (4-11-06)

03. Laboratory. A laboratory science course is defined as one in which at least one (1) class period each week is devoted to providing students with the opportunity to manipulate equipment, materials, specimens or develop skills in observation and analysis and discover, demonstrate, illustrate or test scientific principles or concepts. (4-11-06)

04. Learning Plan. The plan that outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academic, professional-technical education (PTE), or humanities aligned with the student's post graduation goals. (4-11-06)

05. Narrative. Text in any form (print, oral, or visual) that recounts events or tells a story. (4-5-00)

06. Norm-Referenced Assessment. Comparing a student's performance or test result to performance of other similar groups of students; (e.g., he typed better than eighty percent (80%) of his classmates.) (4-5-00)

07. On-Demand Assessment. Assessment that takes place at a predetermined time and place. Quizzes, state tests, SATs, and most final exams are examples of on-demand assessment. (4-5-00)

08. One-to-One Mobile Computing Program. Each student and teacher has possession of their own district- or state-funded, mobile computing device that can wirelessly connect to the Internet, operate productivity tools, and facilitate collaborative online work at any time during the school day while at school. The Program must also incorporate Professional Development that addresses, at a minimum, technological and pedagogical attributes to support effective integration into instruction. ()

08. Online Course. A course in which at least eighty percent (80%) of the course content is delivered over the Internet or through the use of technology. An online course may be asynchronous or synchronous. Online teachers may perform the course work from an alternate location while a paraprofessional or other school staff member supervises students in a computer lab environment. (3-29-12)

09.10. Online Learning. Education in which the majority of course content is delivered online or through

the use of technology. Courses may be delivered in an asynchronous or synchronous course format and may include blended or hybrid course models or fully online course models. (3-29-12)

a. Online learning does not include printed-based correspondence education, broadcast television or radio, videocassettes, and stand-alone education software programs that do not have a significant internet-based instructional component. (3-29-12)

b. Online learning is not simply computer based instruction, but rather requires that the online teacher and the student have ongoing access to one another for purposes of teaching, evaluating, and providing assistance to the student throughout the duration of the course. All online learning must meet Idaho content standards. (6-21-12)T

101. Online Teacher (Instructor). The teacher of record who holds an appropriate Idaho certification and provides the primary instruction for an online course. (3-29-12)

112. Performance Assessment. Direct observation of student performance or student work and professional judgment of the quality of that performance. Good quality performance assessment has pre-established performance criteria. (4-5-00)

123. Performance-Based Assessment. The measurement of educational achievement by tasks that are similar or identical to those that are required in the instructional environment, as in performance assessment tasks, exhibitions, or projects, or in work that is assembled over time into portfolio collections. (4-5-00)

134. Performance Criteria. A description of the characteristics that will be judged for a task. Performance criteria may be holistic, analytic trait, general or specific. Performance criteria are expressed as a rubric or scoring guide. Anchor points or benchmark performances may be used to identify each level of competency in the rubric or scoring guide. (4-5-00)

145. Phonics. Generally used to refer to the system of sound-letter relationships used in reading and writing. Phonics begins with the understanding that each letter (or grapheme) of the English alphabet stands for one (1) or more sounds (or phonemes). (4-5-00)

156. Portfolio. A collection of materials that documents and demonstrates a student's academic and work-based learning. Although there is no standard format for a portfolio, it typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes. (4-5-00)

17. Professional Development. A comprehensive, sustained, timely, and intensive process to improve effectiveness of teachers and administrators in raising student achievement, which: ()

a. Aligns with rigorous state academic achievement standards, local educational agency goals, school improvement goals, effective technology integration, and Common Core standards. ()

b. Utilizes data driven instruction using a thorough review and continual evaluation of data on teacher and student performance to define clear goals and distinct outcomes. ()

c. Provides opportunities that are individualized enough to meet distinct and diverse levels of need for teachers and administrators. ()

d. Is facilitated by well-prepared school administrators, coaches, mentors, master teachers, lead teachers, or third-party providers under contract with the State Department of Education, school district, or charter school, and supported by external research, expertise, or resources. ()

e. Fosters a collective responsibility by educators within the school for improved student performance and develops a professional learning community. ()

168. Print Awareness. In emergent literacy, a learner's growing awareness of print as a system of

meaning, distinct from speech and visual modes of representation. (4-5-00)

179. Professional-Technical Education. Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the baccalaureate level. (4-11-06)

1820. Proficiency. Having or demonstrating a high degree of knowledge or skill in a particular area. (4-5-00)

1921. School-to-Work Transition. A restructuring effort that provides multiple learning options and seamless integrated pathways to increase all students' opportunities to pursue their career and educational interests. (4-5-00)

202. Service Learning. Combining service with learning activities to allow students to participate in experiences in the community that meet actual human needs. Service learning activities are integrated into the academic curriculum and provide structured time for a student to think, talk, or write about what was done or seen during the actual service activity. Service learning provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their communities, and helps foster the development of a sense of caring for others. (4-5-00)

243. Skill Certificate. Portable, industry-recognized credential that certifies the holder has demonstrated competency on a core set of performance standards related to an occupational cluster area. Serving as a signal of skill mastery at benchmark levels, skill certificates may assist students in finding work within their community, state, or elsewhere. A National Skills Standards Board is presently charged with issuing skill voluntary standards in selected occupations based on the result of research and development work completed by twenty-two (2) contractors. (4-5-00)

244. Standards. Statements about what is valued in a given field, such as English language arts, and/or descriptions of what is considered quality work. See content standards, assessment standards, and achievement standards. (4-2-08)

235. Standardization. A set of consistent procedures for constructing, administering and scoring an assessment. The goal of standardization is to ensure that all students are assessed under uniform conditions so the interpretation of performance is comparable and not influenced by differing conditions. Standardization is an important consideration if comparisons are to be made between scores of different individuals or groups. (4-5-00)

246. Standards-Based Education. Schooling based on defined knowledge and skills that students must attain in different subjects, coupled with an assessment system that measures their progress. (4-5-00)

257. Structured Work Experience. A competency-based educational experience that occurs at the worksite but is tied to the classroom by curriculum through the integration of school-based instruction with worksite experiences. Structured work experience involves written training agreements between school and the worksite, and individual learning plans that link the student's worksite learning with classroom course work. Student progress is supervised and evaluated collaboratively by school and worksite personnel. Structured work experience may be paid or unpaid; may occur in a public, private, or non-profit organization; and may or may not result in academic credit and/or outcome verification. It involves no obligation on the part of the worksite employer to offer regular employment to the student subsequent to the experience. (4-5-00)

268. Student Learning Goals (Outcomes). Statements describing the general areas in which students will learn and achieve. Student learning goals typically reflect what students are expected to know by the time they leave high school, such as to read and communicate effectively; think critically and solve problems; develop positive self-concept, respect for others and healthy patterns of behavior; work effectively in groups as well as individually; show appreciation for the arts and creativity; demonstrate civic, global and environmental responsibility; recognize and celebrate multicultural diversity; exhibit technological literacy; have a well developed knowledge base which enhances understanding and decision making, and demonstrate positive problem solving and thinking skills. (4-5-00)

279. Synchronous Course. A course in which the teacher and students interact at the same time. May be applied to both traditional and technology based courses. (3-29-12)