MEMORANDUM

TO: Rules Review Subcommittee of the Senate Education Committee and the House Education Committee

FROM: Principal Legislative Research Analyst - Elizabeth Bowen

DATE: August 08, 2018

SUBJECT: State Board of and State Department of Education - State Department of Education

IDAPA 08.02.02 - Rules Governing Uniformity - Proposed Rule (Docket No. 08-0202-1801)

Summary and Stated Reasons for the Rule

This proposed rule incorporates by reference the most recent version of the Idaho Standards for Initial Certification of Professional School Personnel, adopted by the State Board of Education on June 20, 2018. The rule also updates language regarding certification and endorsements for various school personnel, provides definitions for terms relating to clinical experience, and makes technical corrections.

Negotiated Rulemaking / Fiscal Impact

Negotiated rulemaking was conducted. There is no anticipated negative fiscal impact on the state general fund.

Statutory Authority

I.C. 33-1254, I.C. 33-1258.

cc: State Board of and State Department of Education - State Department of Education
    Helen Price

*** PLEASE NOTE ***

Per the Idaho Constitution, all administrative rules must be reviewed by the Legislature during the next legislative session. The Legislature has 3 options with this rulemaking docket: **1)** Approve the docket in its entirety; **2)** Reject the docket in its entirety; or **3)** Reject the docket in part.

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INCORPORATION BY REFERENCE SYNOPSIS

In compliance with Section 67-5223(4), Idaho Code, the following is a synopsis of the differences between the materials previously incorporated by reference in this rule that are currently of full force and effect and newly revised or amended versions of these same materials that are being proposed for incorporation by reference under this rulemaking.

The following agency of the state of Idaho has prepared this synopsis as part of the proposed rulemaking for the chapter cited here under the docket number specified:

STATE DEPARTMENT OF EDUCATION
IDAPA 08.02.02 - Rules Governing Uniformity
Proposed Rulemaking - Docket No. 08-0202-1801

This is a synopsis of the changes to the *Idaho Standards for the Initial Certification of Professional School Personnel* that are incorporated by reference in IDAPA 08.02.02, "Rules Governing Uniformity," Subsection 004.01.

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*. The following standards were reviewed by committees of content experts: school nurse, teacher librarian, teacher leader, gifted and talented, English, online teacher, and literacy. All standards and endorsements were revised to better align with national standards and best practices and then presented to the Professional Standards Commission and State Board of Education for consideration.

All of the reviewed standards were updated to reflect the revisions previously made to the Idaho Core Teacher Standards, which resulted in every content area having many changes. All had been reworded, and in some cases renumbered. A list of the additional specific changes made to each of the areas reviewed is below.

SCHOOL NURSE
- Updated language to match best practices regarding the scope and standards of practice as identified by national nursing associations
- Added verbiage specific to compliance with legal, regulatory, and ethical parameters of health and education (Idaho Nurse Practice Act, FERPA, HIPPA, IDEA, Section 504)
- Strengthened the language regarding advocating and facilitating behavioral, emotional and/or psychosocial services

TEACHER LIBRARIAN

- Updated language to match best practices regarding the use of materials that support diverse developmental, cognitive, social, emotional, and linguistic needs of students, their communities, and cultures
- Removed redundancies that are embedded throughout the core and standards
- Added verbiage specific to use of current and emerging digital literacy tools
- Included language to indicate the responsibility of teacher librarians regarding copyright laws, plagiarism, and fair use standards
- Emphasized participation in professional learning communities

TEACHER LEADER
- Updated language to match best practices regarding high quality research to improve professional practice
- Embedded language addressing use of technology to support professional learning
- Strengthened language specific to creating a collaborative and responsive culture with teacher colleagues
- Added an eighth standard to cover understanding systems thinking, systems change processes, organizational change, and the teacher leader's role as a change agent

GIFTED AND TALENTED
- Inserted language to ensure that teachers understand the importance of how learners grow and develop
- Added the definition of twice-exceptional in the glossary as well as verbiage specific to twice-exceptional students regarding their characteristics and needs
- Updated language to match best practices regarding assessments used in identifying students for gifted education programs and services
- Emphasized use of adapted curriculum design to address the needs of gifted and talented students
- Updated language to reflect an understanding of cultural diversity, the need to model respect for diversity, and the implementation of equitable practices
- Included language regarding the understanding and application of various program options and services available for students
- Removed extraneous supporting explanations to streamline the standards language

ENGLISH
- Added clinical experience to match new endorsement language
- Inserted language to ensure the understanding of developmental levels in reading, writing, listening, viewing, and speaking as well as the use of various formats and learning experiences for the different levels
- Added language to include instruction related to speaking and listening, and promoting active participation in conversation and collaboration
- Updated language to match best practices regarding inclusive learning environments that are responsive to students' local, national, and international histories; individual

and group identities; languages and dialects; and how such diversity impacts the learning environment
- Emphasized the necessity of understanding the evolution of language
- Added language regarding the knowledge and use of texts that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes
- Inserted specific language regarding use of various writing processes including the use of technology, as well as the need to model various writing processes
- Highlighted the importance of acquiring and applying vocabulary knowledge
- Incorporated language regarding the ability to show students how to gather relevant and credible information while avoiding plagiarism and following standard citation format
- Created new language regarding understanding of how the promotion of social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, and equitable society affects English language arts and literacy instruction

ONLINE TEACHER
- Strengthened the language regarding legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility, as it pertains to building online content and courses
- Added language that emphasizes the teacher's knowledge of and ability to use adaptive/assistive technologies
- Inserted language to ensure that teachers construct learning experiences that take into account students' physical, sensory, social, emotional, moral, and cognitive development
- Added verbiage specific to strategies fostering student motivation and engagement
- New language reinforces the importance of maintaining accurate records of communication and interaction with students as well as stakeholders
- Updated language to match best practices regarding legal and ethical media rights and responsibilities, including using strategies for ensuring confidentiality of student data

LITERACY
- Added language to include taking into account developmental stages and diverse methods for acquiring literacy; including digital and social media, informational text, multimodal, and literature
- Created language around literacy intervention, language acquisition, and the ways in which they relate to diverse learners, equity, and culturally responsive instruction
- Added verbiage specific to positive, inclusive, and literacy-rich learning environments
- Strengthened language regarding content knowledge; providing for theoretical, historical, and evidence-based components of reading, writing, and communication
- Updated language to match best practices regarding assessments, proficiency standards, and student benchmarks

- Emphasized the need for teachers to participate in ongoing leadership, collaboration, professional development, and community engagement