

# IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL



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Idaho State Board of Education  
Idaho State Department of Education**

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## IDAHO CORE TEACHING STANDARDS

All teacher candidates are expected to meet the Idaho Core Teaching Standards and any standards specific to their discipline area(s).

In accordance with Section 33-1207A, Idaho Code, reviews of already approved nonpublic teacher preparation programs shall be limited to substantive alignment with the knowledge implied or stated in each of the Idaho Core Teaching Standards.

### EXAMPLE

Standard 2: Learning Differences. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

The nonpublic teacher preparation program review of Standard 2 shall be limited to verification that the candidate **knows how** they can use their understanding of individual differences and diverse cultures to ensure inclusive learning environments that enable each learner to meet high standards.

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### The Learner and Learning

**Standard 1: Learner Development.** The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard 2: Learning Differences.** The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 3: Learning Environments.** The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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### Content

**Standard 4: Content Knowledge.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard 5: Application of Content.** The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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### Instructional Practice

**Standard 6: Assessment.** The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard 7: Planning for Instruction.** The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard 8: Instructional Strategies.** The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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### **Professional Responsibility**

**Standard 9: Professional Learning and Ethical Practice.** The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard 10: Leadership and Collaboration.** The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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### **State Specific Standards**

**Standard 11: American Indian Tribes in Idaho\*.** The teacher candidate should be able to distinguish between each of the federally recognized tribes with respect to the retention of their ancestral lands in Idaho: Coeur d’Alene Tribe, Kootenai Tribe of Idaho, Nez Perce Tribe, Shoshone-Bannock Tribes, and the Shoshone-Paiute Tribes. Teacher candidates build capacity in learners to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences.

*\*The federal, state, local, and tribal governments of Idaho recognize the unique inherent self-determination of each tribe. The self-determination of each tribe recognizes Indigenous peoples as peoples, rather than populations or national minorities. The tribes are separate and distinct from each other.*

**Standard 12: Code of Ethics for Idaho Professional Educators.** The teacher candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.

**Standard 13: Digital Technology and Online Learning.** The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

## IDAHO COMPREHENSIVE LITERACY STANDARDS

The Idaho Comprehensive Literacy Standards listed in this section align with the Idaho Comprehensive Literacy Plan adopted by the Idaho State Board of Education in December 2020. All teacher candidates are expected to meet the standards indicated below for their discipline of endorsement areas:

- **Standards 1 and 3** apply only to the following endorsements: All Subjects K-8; Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6; Deaf/Hard of Hearing K-12; Early Childhood Special Education Pre-K-3; Early Literacy K-3; Exceptional Child Generalist K-8, 6-12, and K-12; Literacy K-12; Teacher Leader-Literacy; and Blind and Visually Impaired K-12.
- **Standards 2, 4, and 5** apply to all endorsements that can be added to a Standard Instructional Certificate.

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**Standard 1: Foundational Literacy Concepts.** The teacher candidate demonstrates knowledge of the following foundational concepts of literacy instruction and their typical developmental progression, oral language, emergent literacy, concepts of print, phonological awareness, alphabetic principle, phonics skills, automatic word recognition, orthographic knowledge, fluency, linguistic development, and English language acquisition. The candidate teaches these concepts using evidence-based practices including systematic, explicit, and multisensory instruction. The teacher candidate understands learners with reading difficulties require code-based explicit, systematic, sequential, and diagnostic instruction with many repetitions.

**Standard 2: Fluency, Vocabulary Development and Comprehension.** The teacher candidate understands: the importance of automatic word recognition, reading fluency, reading comprehension, and motivation to read; the impact of vocabulary knowledge in oral and written language comprehension; and factors that contribute to deep listening and reading comprehension. The candidate demonstrates the ability to analyze the complexity of text structures, utilize a variety of narrative and informational texts from both print and digital sources, and make instruction accessible to all, including English language learners. The teacher candidate demonstrates the ability to apply these components by using evidence-based practices and explicit strategy instruction in all aspects of literacy and/or content area instruction.

**Standard 3: Literacy Assessment Concepts.** The teacher candidate understands formative literacy assessment concepts, strategies, and measures. The candidate knows the basic principles of formal assessment construction and types of assessments including: screening (Idaho Reading Indicator), progress-monitoring, diagnostic, and outcome assessments (Idaho Standards Achievement Test); appropriate uses and administration; and interpretation of results. The candidate understands basic statistical terminology commonly utilized in formal and formative assessment including reliability, validity, criterion, normed, percentile, and percentage. The candidate uses assessment data to inform and design differentiated literacy instruction. In addition, the teacher candidate demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders.

**Standard 4: Writing Process.** The teacher candidate understands the benefit of incorporating writing in the content areas. The candidate uses evidence-based practices for teaching developmental spelling and handwriting, written expression, content area writing, and conventions. The candidate understands, models, and provides instruction in the writing process, including pre-writing, drafting, revising, editing, and publishing. The candidate knows how to structure frequent, authentic writing opportunities that encompass a range of tasks, purposes, and audiences. The teacher candidate provides opportunities for written, visual, and oral communication in a variety of formats, including the use of appropriate assistive technology. The candidate understands the components of effective writing, the role of quality rubrics, and how to assess different types of writing in order to provide individualized constructive feedback and support. The teacher candidate incorporates ethical and credible research practices into instruction.

**Standard 5: Diverse Reading & Writing Profiles – Reading & Writing Difficulties:** The teacher candidate understands how reading and writing difficulties vary in presentation and degree. The candidate understands the characteristics of struggling readers and writers, identifies appropriate accommodations, and adapts instruction to meet student needs. The candidate advocates for meeting the needs of struggling readers and writers within the available structure of tiered support. The candidate understands how federal and state laws pertain to learning disabilities, including dyslexia. The teacher candidate understands the (2003) International Dyslexia Association (IDA) definition of dyslexia and recognizes the distinguishing characteristics of dyslexia.

# IDAHO STANDARDS FOR BLENDED EARLY CHILDHOOD EDUCATION/EARLY CHILDHOOD SPECIAL EDUCATION TEACHERS

These standards apply in addition to Idaho Core Teaching Standards.

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**Standard 1: Child Development.** The teacher candidate understands the development period of early childhood from birth through age 8, both typical and atypical, across all domains of development, including consideration for children who are medically fragile, special health care needs, or have experienced trauma.

**Standard 2: Embedding Instructional Strategies.** The teacher candidate selects, adapts modifies and uses a repertoire of evidence-based instructional strategies, including universal design for learning and intentional and explicit instruction to embed learning objectives into child initiated, planned, and routine activities in natural and inclusive settings

**Standard 3: Functional Skills.** The teacher candidate understands functional and communication skills that facilitate the child’s growing independence and have the ability to differentiate and scaffold supports for acquisition, fluency, maintenance, and generalization.

**Standard 4: Integrated and Meaningful Learning.** The teacher candidate utilizes a foundation of exploration, inquiry, and play to plan learning opportunities that integrate the domains of development and traditional content areas connected to meaningful every day early childhood experiences.

**Standard 5: Authentic Assessment.** Teacher candidate, in collaboration with the child’s family, use a variety of methods, including authentic and routine-based assessments, to conduct screening, pre-referral interventions, referral, and eligibility determination to guide educational decisions. Teacher candidate reports assessment results so that they are understandable and useful to families.

**Standard 6: Laws, Rules, and Regulations.** Teacher candidate develops individualized family service plans, early childhood/K-3 individualized education plans, transition plans, early childhood outcomes, and behavior plans in accordance with applicable standards, laws, rules, regulations, and procedural safeguards.

**Standard 7: Assistive Technology.** Teacher candidate designs strategies to facilitate optimal access to low- and high technology tools and assistive technologies across learning environments to promote active and equitable participation in learning activities.

**Standard 8: Coaching and Consultation.** Teacher candidate use coaching or consultation strategies with primary caregivers, paraeducators, or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.

**Standard 9: Family Partnership.** Teacher candidates understand the impact of family systems and culture on children’s development and intentionally partner with families throughout the process of assessment, goal development, intervention, and ongoing evaluation. Families’ concerns, priorities, and resources are integrated into individualized plans.

# IDAHO STANDARDS FOR EXCEPTIONAL CHILD EDUCATION TEACHERS

These standards apply in addition to Idaho Core Teaching Standards.

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**Standard 1: Special Education Law.** The teacher candidate develops individualized education plans, transition plans, and behavior plans in accordance with applicable laws, rules, regulations, and procedural safeguards.

**Standard 2: Specially Designed Instruction.** The teacher candidate selects, adapts, modifies, and uses a repertoire of evidence-based instructional strategies, including universal design for learning to advance learning, self-advocacy, and independence of individuals with exceptionalities.

**Standard 3: Assistive Technology.** The teacher candidate designs strategies to facilitate optimal access to low- and high technology tools and assistive technologies across learning environments to support the communication and learning of individuals with exceptionalities.

**Standard 4: Eligibility Assessment.** The teacher candidate administers, interprets, and explains technically sound eligibility assessments to guide educational decisions for individuals with exceptionalities.

**Standard 5: Support Staff.** The teacher candidate demonstrates knowledge in the guidance and direction to paraeducators and other student support staff.



# IDAHO STANDARDS FOR TEACHERS OF THE BLIND AND VISUALLY IMPAIRED

These standards apply in addition to Idaho Core Teaching Standards.

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**Standard 1: Special Education Law.** The teacher candidate develops individualized education plans, transition plans, and behavior plans in accordance with applicable laws, rules, regulations, and procedural safeguards.

**Standard 2: Support Staff.** The teacher candidate demonstrates knowledge in the guidance and direction of paraeducators and other student support staff.

**Standard 3: Expanded Core Curriculum.** The teacher candidate understands and is able to affect appropriate instruction regarding the Expanded Core Curriculum (compensatory, orientation and mobility, social interaction, independent living, recreation and leisure, career education, use of assistive technology, sensory efficiency, and self-determination) and how it relates to the student's academic and daily routines.

**Standard 4: Learning Media/Functional Vision Assessments.** The teacher candidate conducts Learning Media and Functional Vision Assessments, including Expanded Core Curriculum components, specifically assistive technology and communication skills (e.g., auditory, tactile, and visual), and is able to effectively explain to parents and other stakeholders how to implement appropriate instructional strategies and accommodations.

**Standard 5: Assistive Technology for Blind/Visually Impaired.** The teacher candidate designs appropriate strategies to facilitate optimal access to low- and high-technology tools and assistive technologies across the learning environments to support the communication and learning of students with visual impairment/blindness and co-occurring impairments.

**Standard 6: Braille Skills.** The teacher candidate demonstrates reading and writing skills in Unified English Braille (UEB), UEB Math, and Nemeth, with knowledge in music and computer Braille codes, and is able to affect appropriate Braille instruction in a variety of settings.

**Standard 7: Educational Access.** The teacher candidate collaborates with stakeholders to make and adapt materials that are appropriate to the specific needs of students and able to identify where to obtain federal, state, and local resources.

**Standard 8: Implication of Impairment.** The teacher candidate understands a variety of eye conditions and co-occurring impairments, as well as their educational implications, and is able to effectively use the information when completing assessments and collaborating with stakeholders to implement goals, classroom accommodations, and educational programming, including Assistive Technology and Compensatory Skills.

# IDAHO STANDARDS FOR TEACHERS OF THE DEAF/HARD OF HEARING

These standards apply in addition to Idaho Core Teaching Standards.

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**Standard 1: Special Education Law.** The teacher candidate develops individualized education plans, transition plans, and behavior plans in accordance with applicable laws, rules, regulations, and procedural safeguards.

**Standard 2: Individualized Planning for Instruction.** The teacher candidate selects, adapts, modifies, and uses a repertoire of evidence-based strategies, including universal design for learning, to advance learning, self-advocacy, and independence of individuals with exceptionalities.

**Standard 3: Assistive Technology.** The teacher candidate designs strategies to facilitate optimal access to low- and high technology tools and assistive technologies across learning environments to support the communication and learning of individuals with exceptionalities.

**Standard 4: Eligibility Assessment.** The teacher candidate administers, interprets, and explains technically sound eligibility assessments to guide educational decisions for individuals with exceptionalities.

**Standard 5: Support Staff.** The teacher candidate demonstrates knowledge in the guidance and direction of paraeducators and other student support staff.

**Standard 6: Literacy.** The teacher candidate demonstrates the ability to teach all literacy components using current evidence-based practices to a student with hearing loss.

**Standard 7: Language.** The teacher candidate demonstrates the ability to assess and design data-driven language development goals for a student with hearing loss across the continuum of communication modalities.

**Standard 8: Culture.** The teacher candidate demonstrates how to integrate culturally relevant and sustaining perspectives, philosophies, and models based on the intersectionalities of the culture and education for the education of students who are deaf/hard of hearing and their families.

## IDAHO STANDARDS FOR TEACHER LEADERS

**Standard 1: Understanding Adults as Learners to Support Professional Learning.** The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared responsibility for school outcomes.

**Standard 2: Accessing and Using Research to Improve Professional Practice.** The teacher leader understands how educational research is used to create new knowledge, support specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school culture; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.

**Standard 3: Supporting Professional Learning.** The teacher leader understands the constantly evolving nature of teaching and learning.

**Standard 4: Facilitating Improvements in Instruction and Student Learning.** The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.

**Standard 5: Using Assessments and Data for School and District Improvement.** The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student growth, and state board-approved Idaho Mentor Program Standards; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.

**Standard 6: Improving Outreach and Collaboration with Families and Community.** The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to support frequent and effective outreach with families, community members, business and community leaders, and other stakeholders in the education system.

**Standard 7: Advocating for Students, Community, and the Profession.** The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and student growth and to serve as an individual of influence and respect within the school, community, and profession.

**Standard 8: Understanding Systems Thinking.** The teacher leader understands systems change processes, organizational change, and the teacher leader's role as a change agent.

## IDAHO STANDARDS FOR ADMINISTRATORS

All administrator candidates are expected to meet the standards specific to their discipline area(s).

In accordance with Section 33-1207A, Idaho Code, reviews of already approved nonpublic teacher preparation programs shall be limited to substantive alignment with the knowledge or equivalent standards.

### EXAMPLE

Standard 2: Ethics and Professional Norms - The school principal candidate acts ethically, legally, and with fiscal responsibility in accordance with professional norms and the Code of Ethics for Idaho Professional Educators to promote the academic success and well-being of all students.

The nonpublic teacher preparation program review of School Principal Standard 2 shall be limited to verification that the candidate **knows how** they can act ethically, legally, and with fiscal responsibility in accordance with professional norms and the Code of Ethics for Idaho Professional Educators to promote the academic success and well-being of students.

## IDAHO STANDARDS FOR SCHOOL PRINCIPALS

**Standard 1: Mission, Vision, and Beliefs.** The school principal candidate demonstrates knowledge of how to develop, advocate, and enact a shared mission, vision, and beliefs of high-quality education and academic success, college and career readiness, and well-being of all students.

**Standard 2: Ethics and Professional Norms.** The school principal candidate acts ethically, legally, and with fiscal responsibility in accordance with professional norms and the Code of Ethics for Idaho Professional Educators to promote the academic success and well-being of all students.

**Standard 3: Equity and Cultural Responsiveness.** The school principal candidate strives for equity of educational opportunity and models culturally responsive practices to promote the academic success and well-being of all students.

**Standard 4: Curriculum, Instruction, and Assessment.** The school principal candidate demonstrates how to develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote the academic success and well-being of all students.

**Standard 5: Community of Care and Support for Students.** The school principal candidate demonstrates knowledge of how to cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of all students.

**Standard 6: Professional Capacity of School Personnel.** The school principal candidate develops the individual professional capacity and practice of school personnel to promote the academic success and well-being of all students.

**Standard 7: Professional Community for Teachers.** The school principal candidate demonstrates knowledge of how to foster a professional community of teachers and other professional staff to promote the academic success and well-being of all students.

**Standard 8: Meaningful Engagement of Families and Community.** The school principal candidate engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote the academic success and well-being of all students.

**Standard 9: Operations and Management.** The school principal candidate demonstrates knowledge of how to manage school operations and resources to promote the academic success and well-being of all students.

**Standard 10: Continuous School Improvement.** The school principal candidate demonstrates knowledge of the use of data to create a continuous school improvement plan to promote the academic success and well-being of all students.

## IDAHO STANDARDS FOR SUPERINTENDENTS

In addition to the standards listed here, superintendents must also meet the Idaho Standards for School Principals.

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**Standard 1: Mission, Vision, and Beliefs.** The superintendent candidate engages the school community to develop, advocate, and enact a shared mission, vision, and the beliefs for high-quality education and academic success for all students.

**Standard 2: Ethics and Professionalism.** The superintendent candidate acts ethically, legally, and with fiscal responsibility in accordance with professional norms and the Code of Ethics for Idaho Professional Educators.

**Standard 3: Equity and Cultural Responsiveness.** The superintendent candidate strives for equity of educational opportunity and models and promotes a respectful and inclusive attitude for diversity within the school district and larger communities.

**Standard 4: High Expectations for Student Success.** The superintendent candidate sets high expectations for all students and cultivates the conditions for student learning.

**Standard 5: High Expectations for Professional Practice.** The superintendent candidate develops the individual professional capacity and practice of school district personnel to promote the academic success and well-being of all students.

**Standard 6: Advocacy and Communications.** The superintendent candidate engages with school district personnel and the community in meaningful, reciprocal, and mutually beneficial ways to promote student success.

**Standard 7: Operations and Management.** The superintendent candidate demonstrates knowledge of how to manage school district operations and monetary and non-monetary resources to promote system success.

**Standard 8: Continuous Improvement.** The superintendent candidate engages in a process of continuous improvement to ensure student success.

**Standard 9: Governance.** The superintendent candidate understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.

## IDAHO STANDARDS FOR DIRECTORS OF SPECIAL EDUCATION

**Standard 1: Mission, Vision, and Beliefs.** The special education director candidate demonstrates knowledge of how to develop, advocate, and enact a shared mission, vision, and beliefs of high-quality education and academic success, college and career readiness, and well-being of all students.

**Standard 2: Ethics and Professional Norms.** The special education director candidate acts ethically, legally, and with fiscal responsibility in accordance with professional norms and the Code of Ethics for Idaho Professional Educators to promote the academic success and well-being of all students.

**Standard 3: Equity and Cultural Responsiveness.** The special education director candidate strives for equity of educational opportunity and models culturally responsive practices to promote the academic success and well-being of all students.

**Standard 4: Curriculum, Instruction, and Assessment.** The special education director candidate demonstrates how to develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote the academic success and well-being of all students.

**Standard 5: Community of Care and Support for Students.** The special education director candidate demonstrates knowledge of how to cultivate an inclusive, caring, and supportive school district community that promotes the academic success and well-being of all students.

**Standard 6: Professional Capacity of District and School Personnel.** The special education director candidate develops the professional capacity and practice of school district personnel to promote the academic success and well-being of each student.

**Standard 7: Professional Community for Teachers.** The special education director candidate demonstrates knowledge of how to foster a professional community of teachers and other professional staff to promote the academic success and well-being of each student.

**Standard 8: Meaningful Engagement of Families and Community.** The special education director candidate engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote the academic success and well-being of each student.

**Standard 9: Operations and Management.** The special education director candidate demonstrates knowledge of how to manage school district operations and resources to promote the academic success and well-being of each student.

**Standard 10: Continuous School and District Improvement.** The special education director candidate demonstrates knowledge of the use of data to create a continuous school improvement plan to promote the academic success and well-being of each student.

## IDAHO STANDARDS FOR PUPIL SERVICE STAFF

The following national accreditation standards are recognized for each pupil service staff program:

- Audiology and Speech Language Pathologist – Council on Academic Accreditation (CAA), American Speech-Language-Hearing Association (ASHA)
- Nursing (School Nurse) – Commission on Collegiate Nursing Education (CCNE)
- School Counselor – Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- School Psychologist – National Association of School Psychologists (NASP)
- School Social Worker – Council on Social Work Education (CSWE)

A pupil staff preparation program with national accreditation shall be considered to meet the Idaho Standards for the Pupil Service Staff program. Preparation programs with national accreditation shall be limited to verification of alignment with the State Specific Standards for Pupil Service Staff (see below).

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### State Specific Standards for Pupil Service Staff

**Standard 1: American Indian Tribes in Idaho\***. The pupil service staff candidate should be able to distinguish between each of the federally recognized tribes with respect to the retention of their ancestral lands in Idaho: Coeur d’Alene Tribe, Kootenai Tribe of Idaho, Nez Perce Tribe, Shoshone-Bannock Tribes, and the Shoshone-Paiute Tribes. Teacher candidates build capacity in learners to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences.

*\*The federal, state, local, and tribal governments of Idaho recognize the unique inherent self-determination of each tribe. The self-determination of each tribe recognizes Indigenous peoples as peoples, rather than populations or national minorities. The tribes are separate and distinct from each other.*

**Standard 2: Code of Ethics for Idaho Professional Educators.** The pupil staff candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.

**Standard 3: Digital Technology and Online Learning.** The pupil service staff candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.