

IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL



**Professional Standards Commission
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). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

EXAMPLE

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

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

The 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.

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.

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.

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.

State Specific Standards

Standard 11: American Indian Tribes and Tribal Sovereignty*. The teacher candidate knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities and the cultural resources (e.g., language, history, indigenous knowledge) of American Indian students and their communities.

**The federal and state governments of Idaho recognize the unique inherent sovereignty of each tribe of Idaho. This tribal sovereignty distinguishes Indigenous peoples as peoples, rather than populations or national minorities.*

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

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

IDAHO COMPREHENSIVE LITERACY STANDARDS

All teacher candidates are expected to meet Idaho Comprehensive Literacy Standards:

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

Idaho Comprehensive Literacy Standards were revised in Spring 2021 to align with the revised Idaho Comprehensive Literacy Plan adopted by the State Board of Education in December 2020.

Standard I: 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.

**Applies to the following endorsements: All Subjects K-8; Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6; Deaf/Hard of Hearing K-12; Early Childhood Special Education Pre-K-3; Early Literacy K-3; Exceptional Child Generalist K-8, 6-12, and K-12; Literacy K-12; Teacher Leader-Literacy; and Blind and Visually Impaired K-12*

Standard II: 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.

***Applies to all endorsements that can be added to a Standard Instructional Certificate*

Standard III: 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.

**Applies to the following endorsements: All Subjects K-8; Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6; Deaf/Hard of Hearing K-12; Early Childhood Special Education Pre-K-3; Early Literacy K-3; Exceptional Child Generalist K-8, 6-12, and K-12; Literacy K-12; Teacher Leader-Literacy; and Blind and Visually Impaired K-12*

Standard IV: 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.

***Applies to all endorsements that can be added to a Standard Instructional Certificate*

Standard V: Diverse Reading & Writing Profiles – Reading & Writing Difficulties**

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

***Applies to all endorsements that can be added to a Standard Instructional Certificate*

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

These standards apply in addition to Idaho Core Teaching Standards.

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

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

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

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

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

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

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

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

Standard 9: Family Partnership. The teacher candidate understands the impact of family systems and culture on children's development and intentionally partner with families throughout the process of assessment, goal development, intervention, and ongoing evaluation. Families' concerns, priorities, and resources are integrated into individualized plans.

IDAHO STANDARDS FOR EXCEPTIONAL CHILD EDUCATION TEACHERS

These standards apply in addition to Idaho Core Teaching Standards.

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

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

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

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

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

IDAHO STANDARDS FOR TEACHERS OF THE BLIND AND VISUALLY IMPAIRED

These standards apply in addition to Idaho Core Teaching Standards.

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

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

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

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

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

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

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

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

IDAHO STANDARDS FOR TEACHERS OF THE DEAF/HARD OF HEARING

These standards apply in addition to Idaho Core Teaching Standards.

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

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

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

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

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

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

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

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

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). Additionally, all administrator candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

EXAMPLE

School Principal Standard 2: Ethics and Professional Norms - 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 all 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.

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IDAHO STANDARDS FOR SUPERINTENDENTS

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

STATE SPECIFIC STANDARDS FOR PUPIL SERVICE STAFF

Standard 1: American Indian Tribes and Tribal Sovereignty*. The pupil service staff candidate knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities and the cultural resources (e.g., language, history, indigenous knowledge) of American Indian students and their communities.

**The federal and state governments of Idaho recognize the unique inherent sovereignty of each tribe of Idaho. This tribal sovereignty distinguishes Indigenous peoples as peoples, rather than populations or national minorities.*

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

Standard 3: Digital Technology and Online Learning. The pupil service staff candidate knows how to use digital technology to support students in face-to-face, blended, and online environments.

ALREADY APPROVED NON-PUBLIC PREPARATION PROGRAMS

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

EXAMPLE

School Counselor Standard 2: Foundations - School counselors should possess the knowledge, abilities, skills, and attitudes necessary to establish the foundations of a comprehensive school counseling program.

The nonpublic teacher preparation program review of School Counselor Standard 2 shall be limited to verification that the candidate **possesses the knowledge** to establish the foundations of a comprehensive school counseling program.

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IDAHO STANDARDS FOR AUDIOLOGY

All audiology candidates are expected to meet standards specific to their discipline area(s). Additionally, all audiology candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for audiologists were adopted from the Council For Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2012 Standards for the Certificate of Clinical Competence in Audiology).

Standard I: Degree – Applicants for certification must have a doctoral degree. The course of study must address the knowledge and skills necessary to independently practice in the profession of audiology.

Standard II: Education Program – The graduate degree must be granted by a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

Standard III: Program of Study – Applicants for certification must complete a program of study that includes academic course work and a minimum of 1,820 hours of supervised clinical practicum sufficient in depth and breadth to achieve the knowledge and skills outcomes stipulated in Standard IV. The supervision must be provided by individuals who hold the ASHA Certificate of Clinical Competence (CCC) in Audiology.

Standard IV: Knowledge and Skills Outcomes – Applicants for certification must have acquired knowledge and developed skills in six areas: foundations of practice, prevention/identification, assessment, (re)habilitation, advocacy/consultation, and education/research/administration.

Standard IV-A: Foundations of Practice

The applicant must have knowledge of:

- A1. Embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology
- A2. Genetics and associated syndromes related to hearing and balance
- A3. Normal aspects of auditory physiology and behavior over the life span
- A4. Normal development of speech and language
- A5. Language and speech characteristics and their development across the life span
- A6. Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment
- A7. Effects of hearing loss on communication and educational, vocational, social, and psychological functioning
- A8. Effects of pharmacologic and teratogenic agents on the auditory and vestibular systems

- A9. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services
- A10. Pathologies related to hearing and balance and their medical diagnosis and treatment
- A11. Principles, methods, and applications of psychometrics
- A12. Principles, methods, and applications of psychoacoustics
- A13. Instrumentation and bioelectrical hazards
- A14. Physical characteristics and measurement of electric and other nonacoustic stimuli
- A15. Assistive technology
- A16. Effects of cultural diversity and family systems on professional practice
- A17. American Sign Language and other visual communication systems
- A18. Principles and practices of research, including experimental design, statistical methods, and application to clinical populations
- A19. Legal and ethical practices (e.g., standards for professional conduct, patient rights, credentialing, and legislative and regulatory mandates)
- A20. Health care and educational delivery systems
- A21. Universal precautions and infectious/contagious diseases

The applicant must have knowledge and skills in:

- A22. Oral and written forms of communication
- A23. Principles, methods, and applications of acoustics (e.g., basic parameters of sound, principles of acoustics as related to speech sounds, sound/noise measurement and analysis, and calibration of audiometric equipment), as applicable to:
 - a. occupational and industrial environments
 - b. community noise
 - c. classroom and other educational environments
 - d. workplace environments
- A24. The use of instrumentation according to manufacturer's specifications and recommendations
- A25. Determining whether instrumentation is in calibration according to accepted standards
- A26. Principles and applications of counseling
- A27. Use of interpreters and translators for both spoken and visual communication
- A28. Management and business practices, including but not limited to cost analysis, budgeting, coding and reimbursement, and patient management

A29. Consultation with professionals in related and/or allied service areas

Standard IV-B: Prevention and Identification

The applicant must have the knowledge and skills necessary to:

- B1. Implement activities that prevent and identify dysfunction in hearing and communication, balance, and other auditory-related systems
- B2. Promote hearing wellness, as well as the prevention of hearing loss and protection of hearing function by designing, implementing, and coordinating universal newborn hearing screening, school screening, community hearing, and occupational conservation and identification programs
- B3. Screen individuals for hearing impairment and disability/handicap using clinically appropriate, culturally sensitive, and age- and site-specific screening measures
- B4. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate, culturally sensitive, and age- and site-specific screening measures
- B5. Educate individuals on potential causes and effects of vestibular loss
- B6. Identify individuals at risk for balance problems and falls who require further vestibular assessment and/or treatment or referral for other professional services

Standard IV-C: Assessment

The applicant must have knowledge of:

- C1. Measuring and interpreting sensory and motor evoked potentials, electromyography, and other electrodiagnostic tests for purposes of neurophysiologic intraoperative monitoring and cranial nerve assessment

The applicant must have knowledge and skills in:

- C2. Assessing individuals with suspected disorders of hearing, communication, balance, and related systems
- C3. Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning
- C4. Performing otoscopy for appropriate audiological assessment/management decisions, determining the need for cerumen removal, and providing a basis for medical referral
- C5. Conducting and interpreting behavioral and/or electrophysiologic methods to assess hearing thresholds and auditory neural function
- C6. Conducting and interpreting behavioral and/or electrophysiologic methods to assess balance and related systems
- C7. Conducting and interpreting otoacoustic emissions and acoustic immittance (reflexes)
- C8. Evaluating auditory-related processing disorders

- C9. Evaluating functional use of hearing
- C10. Preparing a report, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan
- C11. Referring to other professions, agencies, and/or consumer organizations

Standard IV-D: Intervention (Treatment)

The applicant must have knowledge and skills in:

- D1. The provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication
- D2. Development of a culturally appropriate, audiologic rehabilitative management plan that includes, when appropriate, the following:
 - a. Evaluation, selection, verification, validation, and dispensing of hearing aids, sensory aids, hearing assistive devices, alerting systems, and captioning devices, and educating the consumer and family/caregivers in the use of and adjustment to such technology
 - b. Determination of candidacy of persons with hearing loss for cochlear implants and other implantable sensory devices and provision of fitting, mapping, and audiologic rehabilitation to optimize device use
 - c. Counseling relating to psychosocial aspects of hearing loss and other auditory dysfunction, and processes to enhance communication competence
 - d. Provision of comprehensive audiologic treatment for persons with hearing loss or other auditory dysfunction, including but not exclusive to communication strategies, auditory training, speech reading, and visual communication systems
- D3. Determination of candidacy for vestibular and balance rehabilitation therapy to persons with vestibular and balance impairments
- D4. Treatment and audiologic management of tinnitus
- D5. Provision of treatment services for infants and children with hearing loss; collaboration/consultation with early interventionists, school based professionals, and other service providers regarding development of intervention plans (i.e., individualized education programs and/or individualized family service plans)
- D6. Management of the selection, purchase, installation, and evaluation of large-area amplification systems
- D7. Evaluation of the efficacy of intervention (treatment) services

Standard IV-E: Advocacy/Consultation

The applicant must have knowledge and skills in:

- E1. Educating and advocating for communication needs of all individuals that may include advocating for the programmatic needs, rights, and funding of services for those with hearing loss, other auditory dysfunction, or vestibular disorders
- E2. Consulting about accessibility for persons with hearing loss and other auditory dysfunction in public and private buildings, programs, and services
- E3. Identifying underserved populations and promoting access to care

Standard IV-F: Education/Research/Administration

The applicant must have knowledge and skills in:

- F1. Measuring functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audiologic services
- F2. Applying research findings in the provision of patient care (evidence-based practice)
- F3. Critically evaluating and appropriately implementing new techniques and technologies supported by research-based evidence
- F4. Administering clinical programs and providing supervision of professionals as well as support personnel
- F5. Identifying internal programmatic needs and developing new programs
- F6. Maintaining or establishing links with external programs, including but not limited to education programs, government programs, and philanthropic agencies

Standard V: Assessment – Applicants for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard IV by means of both formative and summative assessments.

Standard V-A: Formative Assessment – The applicant must meet the education program’s requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills.

Standard V-B: Summative Assessment – The applicant must pass the national examination adopted by ASHA for purposes of certification in audiology.

Standard VI: Maintenance of Certification – Demonstration of continued professional development is mandated for maintenance of the Certificate of Clinical Competence (CCC) in Audiology. The renewal period will be three (3) years. This standard will apply to all certificate holders, regardless of the date of initial certification.

IDAHO STANDARDS FOR SCHOOL COUNSELORS

The Idaho Standards for School Counselors are aligned with the 2018 American School Counselor Association (ASCA) Standards for School Counselor Preparation Programs. All school counselor candidates are expected to meet the Idaho Standards for School Counselors as endorsed by their institution. Additionally, all school counselor candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Standard 1: School Counseling Programs - School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, data-informed school counseling program.

Standard 2: Foundations - School counselors should possess the knowledge, abilities, skills, and attitudes necessary to establish the foundations of a comprehensive school counseling program.

Standard 3: Management - School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a comprehensive school counseling program.

Standard 4: Professional Practice - School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a comprehensive school counseling program.

IDAHO STANDARDS FOR SCHOOL NURSES

It is the responsibility of a school nurse preparation program to assure attainment of the standards. Additionally, all school nurse candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Standard 1: Quality Assurance - The school nurse understands how to systematically evaluate the quality and effectiveness of school nursing practice.

Standard 2: Professional Development - The school nurse is a reflective practitioner who improves clinical skills through continual self-evaluation and ongoing education.

Standard 3: Communication - The school nurse is skilled in a variety of communication techniques (i.e., verbal and nonverbal).

Standard 4: Collaboration - The school nurse understands how to interact collaboratively with and contribute to the professional development of peers and school personnel.

Standard 5: Ethics and Advocacy - The school nurse makes decisions and takes actions on behalf of students and families in an ethical, professional manner.

Standard 6: Health and Wellness Education - The school nurse assists students, families, the school staff, and the community to achieve optimal levels of wellness through appropriately designed and delivered clinical practice and health education.

Standard 7: Program Management - The school nurse is a manager of school health services.

IDAHO STANDARDS FOR SCHOOL PSYCHOLOGISTS

It is the responsibility of a school psychologist preparation program to assure candidate attainment of the standards. Additionally, all school psychologist candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Standard 1: Assessment, Data-Based Decision Making, and Accountability - The school psychologist understands varied models and methods of assessment that yield information useful in understanding problems, identifying strengths and needs, measuring progress as it relates to educational, social emotional, and behavioral outcomes of students with respect for cultural and linguistic diversity.

Standard 2: Consultation and Collaboration - The school psychologist understands effective collaborative and consultation approaches to promote the learning and success of students.

Standard 3: Effective Instruction and Development of Cognitive Skills - The school psychologist understands learning theories, cognitive strategies and their application to the development of effective instruction, while considering biological, cultural, linguistic, and social influences on educational progress.

Standard 4: Interventions and Mental Health Services to Develop Social and Life Skills - The school psychologist understands biological, cultural, environmental, and social influences on human development, mental health, and psychopathology.

Standard 5: School-Wide Practices to Promote Learning - The school psychologist understands the unique organization and culture of schools and related systems.

Standard 6: Preventive and Responsive Services – The school psychologist understands preventive and responsive services in educational settings to promote a safe school environment.

Standard 7: Home/School/Community Collaboration - The school psychologist understands how to work effectively with students, families, educators, and others in the community to promote and provide comprehensive educational services.

Standard 8: Student Diversity in Development and Learning - The school psychologist understands that an individual's development and learning are influenced by a multitude of factors (i.e., biological, social, cultural, ethnic, experiential, socioeconomic, environmental, gender-related, linguistic, etc.).

Standard 9: Research and Program Evaluation - The school psychologist understands research, statistics, and evaluation methods.

Standard 10: Legal, Ethical, and Professional Practice – The school psychologist understands the history and foundations of the profession, various service models and methods, and applies legal and ethical practices to advocate for the educational rights and welfare of students and families.

IDAHO STANDARDS FOR SCHOOL SOCIAL WORKERS

These standards were adapted from the 2015 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards, the National Association of Social Workers (NASW) School Social Work Standards, and the School Social Work Association of America's National School Social Work Model: Improving Academic and Behavioral Outcomes. It is the responsibility of a School Social Work preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards. Additionally, all school social worker candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Standard 1: Foundations of the professional school social worker. The competent school social worker:

- 1(a) understands that state-issued social work license ensures ethical, legal, and professional social work practice in the P-12 educational setting.
- 1(b) understands school social work is an area of advanced specialized practice built on the knowledge and competencies of a graduate level social work education;
- 1(c) values the importance of human relationships;
- 1(d) understands human behavior and social environment theories of typical and atypical development across the lifespan;
- 1(e) understands how atypical behavior and adverse experiences (i.e., trauma exposure, emotional and behavioral disorders) impact student, family, school and community functioning;
- 1(f) understands that engagement, assessment, intervention and evaluation are ongoing components of the dynamic and interactive process of school social work practice;
- 1(g) understands how their personal experiences and affective reactions may impact their effectiveness with students, families, schools and communities; and
- 1(h) understands how to synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills in the educational setting.

Standard 2: Demonstrate Ethical and Professional Behavior. The competent school social worker:

- 2(a) understands the value base of the profession and its ethical standards;
- 2(b) understands relevant laws and regulations that may impact practice with students, families, schools and communities;
- 2(c) understands professional ethics delineated in the National Association of Social Workers Code of Ethics, Code of Ethics for Idaho Professional Educators, and Idaho Social Work licensing laws;
- 2(d) Understands the legal and ethical principles of confidentiality as they relate to the practice of school social work (i.e., HIPPA, FERPA);

- 2(e) recognizes personal values and the distinction between personal and professional values;
- 2(f) understands how their personal experiences and affective reactions influence their professional judgment and behavior;
- 2(g) understands the profession's history, its mission, and the roles and responsibilities of the profession;
- 2(h) understands the role of other professions when engaged in inter-professional teams;
- 2(i) recognizes the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective; and
- 2(j) understands emerging forms of technology and the ethical use of technology in school social work practice.

Standard 3: Engage Diversity and Difference in Practice. The competent school social worker:

- 3(a) understands how diversity and differences characterize and shape the human experience, are critical to the formation of identity and shapes a student's approach to academic performance;
- 3(b) understands diversity as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status;
- 3(c) understands that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim;
- 3(d) understands the forms and mechanisms of oppression and discrimination; and
- 3(e) recognizes the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Standard 4: Advance Human Rights and Social, Emotional, and Environmental Justice. The competent school social worker:

- 4(a) understands methods of advocacy on behalf of students, families, school and communities;
- 4(b) understands that every person, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education;
- 4(c) understands the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice; and
- 4(d) understands strategies designed to eliminate oppressive structural barriers to educational services are distributed equitably and human rights are protected.

Standard 5: Engage in Practice-informed Research and Research-informed Practice. The competent school social worker:

- 5(a) understands evidence-based methods of individual, group, family, and crisis counseling;
- 5(b) understands quantitative and qualitative research methods in advancing the science of school social work and evaluating practice in the educational setting;
- 5(c) knows the principles of culturally informed and ethical approaches to building knowledge in the educational setting;
- 5(d) understands that evidence derived from multi-disciplinary sources guide school social work practice; and
- 5(e) understands the process for translating research findings into effective school social work practice and interventions

Standard 6: Engage in Policy Practice. The competent school social worker:

- 6(a) understands the interdisciplinary approach to service delivery within the educational environment;
- 6(b) understands the collaborative process with parents, school personnel, community based organizations, and agencies to enhance the student's educational functioning;
- 6(c) is informed about court decisions, legislation, rules and regulations, and policies and procedures that affect school social work practice;
- 6(d) understands their role in policy development and implementation within the educational setting;
- 6(e) recognizes and understands the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy within the educational setting;
- 6(f) understands parent/guardian and student rights (both legal and educational) regarding assessment and evaluation; and
- 6(g) understands school policies and procedures as they relate to student learning, safety and well-being.

Standard 7: Engage with Students, Families, Schools, and Communities. The competent school social worker:

- 7(a) understands strategies to effectively engage with students, families, schools and communities;
- 7(b) understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to facilitate engagement;
- 7(c) understands theories and methods of communication; and
- 7(d) values principles of relationship-building and inter-professional collaboration.

Standard 8: Assess Students, Families, Schools, and Communities. The competent school social worker:

- 8(a) understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to facilitate assessment with students, families, schools and communities;
- 8(b) understands methods of and how to conduct assessments related to adaptive behavior, learning styles, high-risk behavior (i.e. truancy, suicide, homicide, substance use, etc.) and social emotional health;
- 8(c) recognizes the implications of the larger practice context in the assessment process and values the importance of inter-professional collaboration; and
- 8(d) understands diagnostic tools in the educational setting.
- 8(e) Performance - The competent school social worker:
- 8(f) collects and organizes data, and applies critical thinking to interpret assessment information;
- 8(g) utilizes effective oral and written communication;
- 8(h) applies knowledge of human behavior and the social environment, and other theoretical frameworks in the analysis of assessment data;
- 8(i) develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges; and
- 8(j) uses assessment data; research knowledge; and the values and preferences of students, families, schools and communities to identify appropriate interventions.

Standard 9: Intervene with Students, Families, Schools, and Communities. The competent school social worker:

- 9(a) understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to develop effective interventions relevant to the educational setting;
- 9(b) understands methods of identifying, analyzing and implementing evidence-informed interventions to achieve identified educational goals; and
- 9(c) understands the importance of inter-professional teamwork and communication when implementing evidence-informed interventions with students, families, schools and communities.

Standard 10: Evaluate Practice with Students, Families, Schools, and Communities. The competent school social worker:

- 10(a) understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to evaluate outcomes;
- 10(b) recognizes the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness; and

10(c) understands how to interpret and utilize research to evaluate and guide professional interventions and educational program development.

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IDAHO STANDARDS FOR SPEECH-LANGUAGE PATHOLOGY

All speech-language pathology candidates are expected to meet standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all speech-language pathology candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for speech-language pathologists were adopted from the Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology).

Standard I: Degree – The applicant for certification must have a master's, doctoral, or other recognized post-baccalaureate degree.

Standard II: Education Program – All graduate course work and graduate clinical experience required in speech-language pathology must have been initiated and completed in a speech-language pathology program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

Standard III: Program of Study – The applicant for certification must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standard IV-A through IV-G and Standard V-A through V-C.

Standard IV: Knowledge Outcomes

Standard IV-A – The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Standard IV-B – The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C – The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- articulation;
- fluency;
- voice and resonance, including respiration and phonation;
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing;

- hearing, including the impact on speech and language;
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
- social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities);
- augmentative and alternative communication modalities.

Standard IV-D – For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E – The applicant must have demonstrated knowledge of standards of ethical conduct.

Standard IV-F – The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Standard IV-G – The applicant must have demonstrated knowledge of contemporary professional issues.

Standard IV-H – The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V: Skills Outcomes

Standard V-A – The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Standard V-B – The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
 - a. Conduct screening and prevention procedures (including prevention activities).
 - b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
 - c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
 - d. Adapt evaluation procedures to meet client/patient needs.
 - e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.

- f. Complete administrative and reporting functions necessary to support evaluation.
 - g. Refer clients/patients for appropriate services.
2. Intervention
- a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
 - b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
 - c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
 - d. Measure and evaluate clients'/patients' performance and progress.
 - e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
 - f. Complete administrative and reporting functions necessary to support intervention.
 - g. Identify and refer clients/patients for services as appropriate.
3. Interaction and Personal Qualities
- a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
 - b. Collaborate with other professionals in case management.
 - c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
 - d. Adhere to the ASHA Code of Ethics and behave professionally.

Standard V-C – The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

Standard V-D – At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Standard V-E – Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Standard V-F – Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

Standard VI: Assessment – The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.

Standard VII: Speech-Language Pathology Clinical Fellowship – The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF).

Standard VII-A: Clinical Fellowship Experience – The Clinical Fellowship must have consisted of clinical service activities that foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA's current Scope of Practice in Speech-Language Pathology. The Clinical Fellowship must have consisted of no less than 36 weeks of full-time professional experience or its part-time equivalent.

Standard VII-B: Clinical Fellowship Mentorship – The Clinical Fellow must have received ongoing mentoring and formal evaluations by the CF mentor.

Standard VII-C: Clinical Fellowship Outcomes – The Clinical Fellow must have demonstrated knowledge and skills consistent with the ability to practice independently.

Standard VIII: Maintenance of Certification – Certificate holders must demonstrate continued professional development for maintenance of the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).