

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 544

BY EDUCATION COMMITTEE

AN ACT

1 RELATING TO EDUCATION; AMENDING SECTION 33-1001, IDAHO CODE, TO REVISE
2 A DEFINITION AND TO MAKE A TECHNICAL CORRECTION; AMENDING SECTION
3 33-1004B, IDAHO CODE, TO PROVIDE FOR PLACEMENT OF CERTAIN STAFF ON
4 THE CAREER LADDER; AMENDING SECTION 33-1201A, IDAHO CODE, TO REVISE
5 PROVISIONS REGARDING CERTAIN PROFESSIONAL ENDORSEMENTS AND TO MAKE
6 TECHNICAL CORRECTIONS; AND DECLARING AN EMERGENCY AND PROVIDING AN EF-
7 FECTIVE DATE.
8

9 Be It Enacted by the Legislature of the State of Idaho:

10 SECTION 1. That Section 33-1001, Idaho Code, be, and the same is hereby
11 amended to read as follows:

12 33-1001. DEFINITIONS. As used in this chapter:

13 (1) "Administrative schools" means and applies to all elementary
14 schools and kindergartens within a district that are situated ten (10) miles
15 or less from both the other elementary schools and the principal administra-
16 tive office of the district and all secondary schools within a district that
17 are situated fifteen (15) miles or less from other secondary schools of the
18 district.

19 (2) "Administrative staff" means those who hold an administrator cer-
20 tificate and are employed as a superintendent, an elementary or secondary
21 school principal, or are assigned administrative duties over and above those
22 commonly assigned to teachers.

23 (3) "At-risk student" means a student in grades 6 through 12 who:

24 (a) Meets at least three (3) of the following criteria:

25 (i) Has repeated at least one (1) grade;

26 (ii) Has absenteeism greater than ten percent (10%) during the
27 preceding semester;

28 (iii) Has an overall grade point average less than 1.5 on a 4.0
29 scale prior to enrolling in an alternative secondary program;

30 (iv) Has failed one (1) or more academic subjects in the past year;

31 (v) Is below proficient, based on local criteria, standardized
32 tests, or both;

33 (vi) Is two (2) or more credits per year behind the rate required
34 to graduate or for grade promotion; or

35 (vii) Has attended three (3) or more schools within the previous
36 two (2) years, not including dual enrollment; or

37 (b) Meets any of the following criteria:

38 (i) Has documented substance abuse or a pattern of substance
39 abuse;

40 (ii) Is pregnant or a parent;

41 (iii) Is an emancipated youth or unaccompanied youth;

42 (iv) Is a previous dropout;

- 1 (v) Has a serious personal, emotional, or medical issue or is-
2 sues;
- 3 (vi) Has a court or agency referral; or
4 (vii) Demonstrates behavior detrimental to the student's academic
5 progress.
- 6 (4) "Average daily attendance" or "pupils in average daily attendance"
7 means the aggregate number of days enrolled students are present, divided by
8 the number of days of school in the reporting period; provided, however, that
9 students for whom no Idaho school district is a home district shall not be
10 considered in such computation.
- 11 (5) "Career ladder" means the compensation table used for determining
12 the allocations districts receive for instructional staff and pupil service
13 staff based on specific performance criteria and is made up of a residency
14 compensation rung and a professional compensation rung.
- 15 (6) "Child with a disability" means a child evaluated as having an
16 intellectual disability, a hearing loss including deafness, a speech or
17 language impairment, a visual impairment including blindness, an emo-
18 tional behavioral disorder, an orthopedic impairment, autism, a traumatic
19 brain injury, another health impairment, a specific learning disability,
20 deaf-blindness, or multiple disabilities and who, by reason thereof, needs
21 special education and related services.
- 22 (7) "Compensation rung" means the rung on the career ladder that corre-
23 sponds with the compensation level performance criteria.
- 24 (8) "Economically disadvantaged student" means a student who:
25 (a) Is eligible for a free or reduced-price lunch under the Richard B.
26 Russell national school lunch act, 42 U.S.C. 1751 et seq., excluding
27 students who are eligible only through a school's community eligibility
28 program;
- 29 (b) Resides with a family receiving assistance under the program of
30 block grants to states for temporary assistance for needy families
31 (TANF) established under part A of title IV of the social security act,
32 42 U.S.C. 601 et seq.;
- 33 (c) Is eligible to receive medical assistance under the medicaid pro-
34 gram under title XIX of the social security act, 42 U.S.C. 1396 et seq.;
- 35 or
- 36 (d) Is considered homeless for purposes of the federal McKinney-Vento
37 homeless assistance act, 42 U.S.C. 11301 et seq.
- 38 (9) "Elementary grades" or "elementary average daily attendance" means
39 and applies to students enrolled in grades 1 through 6, inclusive, or any
40 combination thereof.
- 41 (10) "Elementary schools" are schools that serve grades 1 through 6, in-
42 clusive, or any combination thereof.
- 43 (11) "Elementary/secondary schools" are schools that serve grades 1
44 through 12, inclusive, or any combination thereof.
- 45 (12) "English language learner" or "ELL" means a student who does not
46 score proficient on the English language development assessment established
47 by rule of the state board of education.
- 48 (13) "Gifted and talented" shall have the same meaning as provided in
49 section 33-2001(4), Idaho Code.

1 (14) "Homebound student" means any student who would normally and regu-
2 larly attend school but is confined to home or hospital because of an illness
3 or accident for a period of ten (10) or more consecutive days.

4 (15) "Instructional staff" means those who hold an Idaho certificate
5 issued under section 33-1201, Idaho Code, and who are either involved in the
6 direct instruction of a student or group of students or who serve in a mentor
7 or teacher leader position for individuals who hold an Idaho certificate
8 issued under section 33-1201, Idaho Code.

9 (16) "Kindergarten" or "kindergarten average daily attendance" means
10 and applies to all students enrolled in a school year, less than a school
11 year, or summer kindergarten program.

12 (17) "Local salary schedule" means a compensation table adopted by a
13 school district or public charter school, which table is used for determin-
14 ing moneys to be distributed for instructional staff and pupil service staff
15 salaries. Minimum compensation provided under a local salary schedule shall
16 be at least equal to the minimum amounts established pursuant to section
17 33-1004E, Idaho Code.

18 (18) "Measurable student achievement" means the measurement of student
19 academic achievement or growth within a given interval of instruction for
20 those students who have been enrolled in and attended eighty percent (80%)
21 of the interval of instruction. Measures and targets shall be chosen at the
22 school level in collaboration with the staff member impacted by the measures
23 and applicable district staff and approved by the school board. Measures and
24 targets must also align with the performance measures and benchmarks in the
25 continuous improvement plan described in section 33-320, Idaho Code. The
26 most effective measures and targets are those generated as close to the ac-
27 tual work as possible. Targets may be based on grade- or department-level
28 achievement or growth goals that create collaboration within groups. In-
29 dividual measurable student achievement targets and the percentage of stu-
30 dents meeting individual targets must be reported annually to the state. As-
31 sessment tools that may be used for measuring student achievement and growth
32 include:

- 33 (a) Idaho standards achievement test (ISAT), including interim ISAT
34 assessments;
- 35 (b) Student learning objectives;
- 36 (c) Teacher-constructed assessments of student growth;
- 37 (d) Pre- and post-tests, including district-adopted tests;
- 38 (e) Performance-based assessments;
- 39 (f) Idaho reading indicator, which will be one (1) of the required as-
40 sessment tools for applicable staff;
- 41 (g) College entrance exams or preliminary college entrance exams such
42 as PSAT, SAT, PACT, and ACT;
- 43 (h) Advanced placement exams;
- 44 (i) Career technical exams;
- 45 (j) Number of business or industry certificates or credentials earned
46 by students in an approved career technical education program;
- 47 (k) Number of students completing career technical education capstone
48 courses; and

1 (1) Number of students enrolled in career technical education courses
2 that are part of a program that culminates with business or industry
3 certificates or credentials.

4 (19) "Performance criteria" means the standards specified for instruc-
5 tional staff and pupil service staff to demonstrate teaching proficiency for
6 a given compensation rung. Each element of the professional compensation
7 rung and advanced professional compensation rung performance criteria, as
8 identified in this section and as applicable to a staff member's position,
9 shall be documented, reported, and subject to review for determining move-
10 ment on the career ladder.

11 (20) (a) "Professional compensation rung performance criteria" means:

12 (i) An overall rating of proficient or higher, and no components
13 rated as unsatisfactory, on the state framework for teaching eval-
14 uation or equivalent for pupil service staff or principal or other
15 school level administrator evaluation aligned to the state frame-
16 work for teaching evaluation; and

17 (ii) Demonstrating the majority of students have met measurable
18 student achievement targets or student success indicator targets.

19 (b) "Advanced professional compensation rung performance criteria"
20 means:

21 (i) An overall rating of proficient or higher, no components
22 rated as unsatisfactory or basic, and rated as distinguished
23 overall in domain two -- classroom environment, or domain three
24 -- instruction and use of assessment, on the state framework for
25 teaching evaluation or equivalent for pupil service staff or prin-
26 cipal or other school level administrator evaluation aligned to
27 the state framework for teaching evaluation; and

28 (ii) Demonstrating seventy-five percent (75%) or more of their
29 students have met their measurable student achievement targets or
30 student success indicator targets.

31 (21) "Public school district" or "school district" or "district" means
32 any public school district organized under the laws of this state, including
33 specially chartered school districts.

34 (22) "Pupil service staff" means those who provide services to stu-
35 dents, but are not involved in direct instruction of those students, and hold
36 a pupil personnel services certificate.

37 (23) "School board" means a school district board of trustees or the
38 board of directors of a public charter school.

39 (24) "Secondary grades" or "secondary average daily attendance" means
40 and applies to students enrolled in grades 7 through 12, inclusive, or any
41 combination thereof.

42 (25) "Secondary schools" are schools that serve grades 7 through 12, in-
43 clusive, or any combination thereof.

44 (26) "Separate elementary school" means an elementary school located
45 more than ten (10) miles on an all-weather road from both the nearest elemen-
46 tary school and elementary/secondary school serving like grades within the
47 same school district and from the location of the office of the superinten-
48 dent of schools of such district, or from the office of the chief administra-
49 tive officer of such district if the district employs no superintendent of
50 schools.

1 (27) "Separate kindergarten" means a kindergarten located more than ten
2 (10) miles on an all-weather road from both the nearest kindergarten school
3 within the same school district and from the location of the office of the su-
4 perintendent of schools of such district, or from the office of the chief ad-
5 ministrative officer of such district if the district employs no superinten-
6 dent of schools.

7 (28) "Separate secondary school" means any secondary school located
8 more than fifteen (15) miles on an all-weather road from any other secondary
9 school and elementary/secondary school serving like grades operated by the
10 district.

11 (29) "Special education" means specially designed instruction or
12 speech/language therapy at no cost to the parent to meet the unique needs
13 of a student who is a child with a disability, including instruction in the
14 classroom, the home, hospitals, institutions, and other settings; instruc-
15 tion in physical education; speech therapy and language therapy; transition
16 services; travel training; assistive technology services; and vocational
17 education.

18 (30) "Student learning plan" means a plan that outlines a student's pro-
19 gram of study, which should include a rigorous academic core and a related
20 sequence of electives in academics, career technical education, or humani-
21 ties aligned with the student's post-graduation goals.

22 (31) "Student success indicators" means measurable indicators of
23 student achievement or growth, other than academic, within a predefined in-
24 terval of time for a specified group of students. Measures and targets shall
25 be chosen at the district or school level in collaboration with the pupil
26 service staff member impacted by the measures and applicable district staff.
27 Individual measurable student achievement targets and the percentage of
28 students meeting each target must be reported annually to the state. Student
29 success indicators include:

30 (a) Quantifiable goals stated in a student's 504 plan or individualized
31 education plan.

32 (b) Quantifiable goals stated in a student's behavior improvement
33 plan.

34 (c) School- or district-identified measurable student objectives for a
35 specified student group or population.

36 (d) The percentage of students who create student learning plans in
37 grade 8 or who annually update their student learning plans thereafter.

38 (e) The percentage of students who satisfactorily complete one (1) or
39 more advanced opportunities options as identified in section 33-4602,
40 Idaho Code, or who earn business or industry certificates or creden-
41 tials. This indicator shall be one (1) of the required indicators for
42 applicable staff.

43 (32) "Support program" means the educational support program as de-
44 scribed in section 33-1002, Idaho Code, the transportation support program
45 described in section 33-1006, Idaho Code, and the exceptional education
46 support program as described in section 33-1007, Idaho Code.

47 (33) "Support unit" means a function of average daily attendance used
48 in the calculations to determine financial support provided to the public
49 school districts.

1 (34) "Teacher" means any person employed in a teaching, instructional,
2 supervisory, educational administrative or educational and scientific ca-
3 pacity in any school district. In case of doubt, the state board of educa-
4 tion shall determine whether any person employed requires certification as a
5 teacher.

6 SECTION 2. That Section 33-1004B, Idaho Code, be, and the same is hereby
7 amended to read as follows:

8 33-1004B. CAREER LADDER. School districts shall receive an allocation
9 for instructional staff and pupil service staff based on their staffs' posi-
10 tion on the career ladder as follows:

11 (1) Instructional staff and pupil service staff who are in their first
12 year of holding a an Idaho certificate shall be placed in the first cell of
13 the residency compensation rung and shall move one (1) cell on the residency
14 compensation rung for each year they hold a an Idaho certificate and are em-
15 ployed in an Idaho public school thereafter for up to three (3) years, at
16 which point they will remain in the third cell of the residency rung until
17 they earn a professional endorsement.

18 (2) Instructional staff and pupil service staff in their first year of
19 holding a professional endorsement shall be placed in the first cell of the
20 professional compensation rung.

21 (3) Instructional staff and pupil service staff on the professional
22 compensation rung with four (4) years of experience shall move one (1) cell
23 on the professional compensation rung unless they have failed to meet the
24 professional compensation rung performance criteria for three (3) of the
25 previous four (4) years. Instructional staff and pupil service staff on the
26 professional compensation rung who meet the performance criteria for three
27 (3) of the previous five (5) years, one (1) of which must be during the fourth
28 or fifth year, shall move one (1) cell. Allocations for instructional staff
29 and pupil service staff who do not meet the professional compensation rung
30 performance criteria for three (3) of the previous five (5) years, one (1) of
31 which must be during the fourth or fifth year, shall remain at the previous
32 fiscal year allocation level. This also applies to the educational alloca-
33 tion.

34 (4) Instructional staff and pupil service staff in their first year of
35 holding an advanced professional endorsement shall be placed in the first
36 cell of the advanced professional compensation rung.

37 (5) Instructional staff and pupil service staff on the advanced profes-
38 sional compensation rung who met the performance criteria for the advanced
39 professional rung in the previous year shall move one (1) cell on the ad-
40 vanced professional compensation rung. Allocations for instructional staff
41 and pupil service staff who do not meet the advanced professional compensa-
42 tion rung performance criteria shall remain at the previous fiscal year al-
43 location level. This also applies to the additional education allocation.

44 (6) Career technical education instructional staff holding an occupa-
45 tional specialist certificate shall be placed on the career ladder as fol-
46 lows:

47 (a) Instructional staff new to working in an Idaho public school:

48 (i) With two (2) or three (3) years of industry experience in a
49 field closely related to the subjects they seek to teach shall be

1 placed in an equivalent cell to instructional staff who have been
2 on the career ladder and met the movement requirements for one (1)
3 year;

4 (ii) With four (4) or five (5) years of industry experience in a
5 field closely related to the subjects they seek to teach shall be
6 placed in an equivalent cell to instructional staff who have been
7 on the career ladder and met the movement requirements for two (2)
8 years;

9 (iii) With six (6) or seven (7) years of industry experience in a
10 field closely related to the subjects they seek to teach shall be
11 placed in an equivalent cell to instructional staff who have been
12 on the career ladder and met the movement requirements for three
13 (3) years; and

14 (iv) With eight (8) or more years of industry experience in a
15 field closely related to the subjects they seek to teach shall be
16 placed in an equivalent cell to instructional staff who have been
17 on the career ladder and met the movement requirements for four (4)
18 years; and

19 (b) Existing career technical education instructional staff on the
20 residency compensation rung shall have their placement updated con-
21 sistent with the provisions of paragraph (a) of this subsection if the
22 update would result in a rung higher than their current placement.

23 (7) Instructional staff or pupil service staff issued a standard in-
24 structional or pupil service staff certificate with out-of-state elementary
25 or secondary school experience equivalent to the requirements for an Idaho
26 instructional staff or pupil service staff position shall, if not previously
27 on the career ladder, be placed on the career ladder as follows:

28 (a) Instructional staff and pupil service staff who have been awarded a
29 professional endorsement shall be placed as follows:

30 (i) Those with four (4) years of certificated experience and docu-
31 mentation from the hiring school district or charter school ad-
32 ministrators, attesting the individual has provided evidence that
33 the individual has met the professional compensation rung perfor-
34 mance criteria in two (2) of the previous four (4) years, shall
35 be placed in the first cell of the professional rung of the career
36 ladder; or

37 (ii) Those with five (5) or more years of certificated experi-
38 ence and documentation from the hiring school district or charter
39 school administrator, attesting the individual has provided evi-
40 dence that the individual has met the professional compensation
41 rung performance criteria in three (3) of the previous five (5)
42 years, with one (1) year being the fourth or fifth year, shall be
43 placed in an equivalent cell on the career ladder to instructional
44 staff or pupil service staff who have met the movement criteria for
45 the equivalent number of years as they have verified experience.

46 (b) Instructional staff and pupil service staff who have been awarded
47 an advanced professional endorsement with nine (9) or more years of cer-
48 tificated experience and documentation from the hiring school district
49 or charter school administrator, attesting the individual has provided
50 evidence that the individual has met the professional compensation rung

1 performance criteria in three (3) of the previous five (5) years, with
 2 one (1) year being the fourth or fifth year, shall be placed in an equiv-
 3 alent cell on the career ladder to instructional staff or pupil service
 4 staff who have met the movement criteria for the equivalent number of
 5 years as they have verified experience.

6 (8) In addition to the allocation amount specified for the applicable
 7 cell on the career ladder, school districts shall receive an additional al-
 8 location amount for career technical education instructional staff holding
 9 an occupational specialist certificate in the area for which they are teach-
 10 ing in the amount of three thousand dollars (\$3,000), which shall be des-
 11 ignated for career technical education staff and included as part of their
 12 salary.

13 (~~89~~) In addition to the allocation amount specified for the applica-
 14 ble cell on the career ladder, school districts shall receive an additional
 15 allocation amount for instructional staff and pupil service staff holding
 16 a professional or an advanced professional endorsement who have acquired
 17 additional education and meet the professional or advanced professional
 18 compensation rung performance criteria. In determining the additional ed-
 19 ucation allocation amount, only transcribed credits and degrees on file
 20 with the teacher certification office of the state department of education,
 21 earned at an institution of higher education accredited by a body recognized
 22 by the state board of education or credits earned through an internship or
 23 work experience approved by the state board of education, shall be allowed.
 24 All credits and degrees earned must be in a relevant pedagogy or content area
 25 as determined by the state department of education. Additional education
 26 allocation amounts are not cumulative. Instructional staff whose initial
 27 certificate is an occupational specialist certificate shall be treated as BA
 28 degree-prepared instructional staff. Credits earned by such occupational
 29 specialist instructional staff after initial certification shall be cred-
 30 ited toward the education allocation. Additional education allocations
 31 are:

32 (a) For instructional staff and pupil service staff holding a profes-
 33 sional or an advanced professional endorsement, a baccalaureate degree
 34 and twenty-four (24) or more credits, two thousand dollars (\$2,000) per
 35 fiscal year.

36 (b) For instructional staff and pupil service staff holding a profes-
 37 sional or an advanced professional endorsement and a master's degree,
 38 three thousand five hundred dollars (\$3,500) per fiscal year.

39 (c) ~~Effective July 1, 2020, the allocation shall be:~~

40 Base					
41 -Allocation	1	2	3	4	5
42 Residency	\$40,000	\$40,500	\$41,000		
43 Professional	\$42,500	\$44,375	\$46,250	\$48,125	\$50,000
44 Advanced					
45 Professional	\$52,000				

1 ~~(d)~~ Effective July 1, 2021, the allocation shall be:

2	Base					
3	Allocation	1	2	3	4	5
4	Residency	\$40,369	\$40,990	\$41,611		
5	Professional	\$42,991	\$44,836	\$46,681	\$48,526	\$50,370
6	Advanced					
7	Professional	\$52,734	\$53,207			

8 (ed) Effective July 1, 2022, the allocation shall be:

9	Base					
10	Allocation	1	2	3	4	5
11	Residency	\$40,742	\$41,486	\$42,231		
12	Professional	\$43,488	\$45,302	\$47,116	\$48,930	\$50,743
13	Advanced					
14	Professional	\$53,478	\$54,442	\$55,389		

15 ~~(e)~~ Effective July 1, 2023, the allocation shall be:

16	Base					
17	Allocation	1	2	3	4	5
18	Residency	\$41,118	\$41,988	\$42,860		
19	Professional	\$43,990	\$45,773	\$47,555	\$49,337	\$51,119
20	Advanced					
21	Professional	\$54,233	\$55,705	\$57,165	\$58,613	

22 (ef) Effective July 1, 2024, the allocation shall be:

23	Base					
24	Allocation	1	2	3	4	5
25	Residency	\$41,500	\$42,500	\$43,500		
26	Professional	\$44,500	\$46,250	\$48,000	\$49,750	\$51,500
27	Advanced					
28	Professional	\$55,000	\$57,000	\$59,000	\$61,000	\$63,000

29 (910) Effective July 1, 2025, the educator salary-based apportionment
30 program compensation rung cell amounts shall be adjusted by an amount equiv-
31 alent to the salary-based apportionment adjustment for administrative and
32 classified staff positions.

33 (101) A review of a sample of evaluations completed by administrators
34 shall be conducted annually to verify such evaluations are being conducted
35 with fidelity to the state framework for teaching evaluation, including
36 each domain and identification of which domain or domains the administrator
37 is focusing on for the instructional staff or pupil service staff member
38 being evaluated, as outlined in administrative rule. The review shall be
39 completed prior to November 1 of each year. The state board of education
40 shall randomly select a sample of administrators throughout the state. A
41 portion of such administrators' instructional staff and pupil service staff
42 employee evaluations shall be independently reviewed. The ratio of instruc-
43 tional staff evaluations to pupil service staff evaluations shall be equal
44 to the ratio of the statewide instructional staff salary allowance to pupil

1 service staff salary allowance. The state board of education, with input
2 from the Idaho-approved teacher preparation programs and the state depart-
3 ment of education, shall identify individuals and a process to conduct the
4 reviews. Administrator certificate holders shall be required to partici-
5 pate in ongoing evaluation training pursuant to section 33-1204, Idaho Code.
6 School districts and public charter schools found to have not conducted the
7 evaluations with fidelity to the state framework for teaching evaluation
8 shall not be eligible to receive the leadership premium distribution pur-
9 suant to section 33-1002(2), Idaho Code. The state board of education shall
10 report annually the findings of such reviews to the senate education commit-
11 tee, the house of representatives education committee, the state board of
12 education and the deans of Idaho's approved teacher preparation programs.
13 The state board of education shall promulgate rules implementing the provi-
14 sions of this subsection.

15 (1~~1~~2) School districts shall submit annually to the state the data nec-
16 essary to determine if an instructional staff or pupil service staff member
17 has met the performance criteria for movement on the applicable compensation
18 rung. Such data shall include the individuals' performance on each of the
19 performance criteria as defined in section 33-1001, Idaho Code, including
20 the percentage of students meeting their measurable student achievement and
21 student success indicator targets. The department of education shall calcu-
22 late whether or not instructional staff and pupil service staff have met the
23 compensation rung performance criteria based on the data submitted during
24 the previous five (5) years. Individually identifiable performance evalu-
25 ation ratings submitted to the state remain part of the employee's person-
26 nel record and are exempt from public disclosure pursuant to section 74-106,
27 Idaho Code.

28 SECTION 3. That Section 33-1201A, Idaho Code, be, and the same is hereby
29 amended to read as follows:

30 33-1201A. IDAHO PROFESSIONAL ENDORSEMENT -- ELIGIBILITY. (1) Any in-
31 structural staff employee or any pupil service staff employee will receive
32 mentoring as outlined in such employee's individualized professional learn-
33 ing plan during the initial three (3) years of holding such certificate.
34 Upon holding a certificate for three (3) years, any such instructional staff
35 or pupil service staff employee may apply for an Idaho professional endorse-
36 ment. Upon holding a professional endorsement for five (5) years or more,
37 any such instructional staff or pupil service staff employee may apply for an
38 Idaho advanced professional endorsement. Individuals who hold an instruc-
39 tional staff certificate and a pupil service staff certificate shall have
40 their experience based on the overall years of experience if held consecu-
41 tively or the certificate they have held the longest if dually certificated.

42 (2) To be eligible for an Idaho professional endorsement, the instruc-
43 tional staff or pupil service staff employee must:

44 (a) Have held a certificate and been employed in a public school for at
45 least three (3) years or have completed a state board of education-ap-
46 proved interim certificate of three (3) years or longer;

47 (b) Show they met the professional compensation rung performance cri-
48 teria for two (2) of the three (3) previous years or the third year;

1 (c) Have a written recommendation from the employing school district;
2 and

3 (d) Have an annual individualized professional learning plan developed
4 in conjunction with the employee's school district supervisor.

5 Instructional staff employees may provide additional evidence demonstrat-
6 ing effective teaching that may be considered in exceptional cases for
7 purposes of determining proficiency and student achievement in the event
8 required standards for professional endorsement are not met. Pupil service
9 staff employees may provide additional evidence demonstrating effective
10 student achievement or success that may be considered in exceptional cases
11 for purposes of determining proficiency and student achievement or success
12 in the event required standards for professional endorsement are not met.

13 (3) To be eligible for an Idaho advanced professional endorsement, the
14 instructional staff or pupil service staff employee must:

15 (a) Have held a renewable certificate and been employed in a public
16 school for at least eight (8) years or more or have completed a state
17 board of education-approved interim certificate of three (3) years or
18 longer and held a renewable certificate and been employed in a public
19 school for five (5) years or more;

20 (b) Show they met the professional compensation rung performance cri-
21 teria for four (4) of the five (5) previous years or the third, fourth,
22 and fifth year;

23 (c) During three (3) of the previous five (5) years, have served in
24 an additional building or district leadership role in an Idaho public
25 school, including but not limited to:

26 (i) Instructional specialist or instructional coach;

27 (ii) Mentor;

28 (iii) Curriculum or assessment committee member;

29 (iv) Team or committee leadership position;

30 (v) Data coach; or

31 (vi) Other leadership positions identified by the school dis-
32 trict;

33 (d) Have a written recommendation from the employing school district;

34 (e) Have an annual individualized professional learning plan developed
35 in conjunction with the employee's supervisor and a self-evaluation;
36 and

37 (f) (i) Effective July 1, 2020, through June 30, 2021, show they
38 have met the advanced professional compensation rung performance
39 criteria for three (3) of the five (5) previous years or the fifth
40 year;

41 (ii) Effective July 1, 2021, through June 30, 2022, show they have
42 met the advanced professional compensation rung performance cri-
43 teria for three (3) of the five (5) previous years or the fourth and
44 fifth year; or

45 (iii) Effective July 1, 2022, show they have met the advanced pro-
46 fessional compensation rung performance criteria for three (3) of
47 the five (5) previous years.

48 Instructional staff employees may provide additional evidence demon-
49 strating effective teaching that may be considered in exceptional cases
50 for purposes of determining proficiency and student achievement in the

1 event required standards for the advanced professional endorsement are not
2 met. Pupil service staff employees may provide additional evidence demon-
3 strating effective student achievement or success that may be considered
4 in exceptional cases for purposes of determining proficiency and student
5 achievement or success in the event required standards for the advanced pro-
6 fessional endorsement are not met.

7 (4) Instructional staff and pupil service staff who have been certified
8 in another state ~~and have not previously held certification in the state of~~
9 ~~Idaho~~ shall be eligible for the professional endorsement if they:

- 10 (a) Have a written recommendation from the employing school district;
11 (b) Have worked in a certificated position in a compact-member state
12 other than Idaho pursuant to section 33-4104, Idaho Code; and
13 (c) Would have been eligible to work in a certificated position in an
14 Idaho public school based on that certification for three (3) to eight
15 (8) years.

16 (5) Instructional staff and pupil service staff who have been certified
17 in another state ~~and have not previously held certification in the state of~~
18 ~~Idaho~~ shall be eligible for the advanced professional endorsement if they:

- 19 (a) Have a written recommendation from the employing school district;
20 (b) Have worked in a certificated position in a compact-member state
21 other than Idaho pursuant to section 33-4104, Idaho Code; and
22 (c) Would have been eligible to work in a certificated position in an
23 Idaho public school based on that certification for nine (9) years or
24 more.

25 (6) Instructional staff and pupil service staff who have worked in
26 an accredited private school and maintained their instructional or pupil
27 service staff certification may use their years of private school work ex-
28 perience to meet the years of experience requirements for the professional
29 and advanced professional endorsement. Such staff may provide additional
30 evidence demonstrating effective teaching that may be considered in excep-
31 tional cases for purposes of determining proficiency and student achieve-
32 ment requirements for professional and advanced professional eligibility
33 criteria.

34 (7) Individuals holding a professional endorsement or an advanced pro-
35 fessional endorsement will be annually evaluated in at least two (2) domains
36 in the state evaluation framework approved by the state board of education.
37 All other instructional or pupil service staff employees must be evaluated
38 across all domains in the evaluation framework. Ratings in ~~domain 2 or do-~~
39 ~~main 3~~ the domains described in section 33-1001(20) (b), Idaho Code, are re-
40 quired as part of the advanced professional compensation rung performance
41 criteria.

42 (78) The state board of education shall promulgate rules implementing
43 the provisions of this section.

44 (89) For the purposes of this section:

- 45 (a) "Certificate" means an Idaho instructional certificate, pupil
46 service staff certificate, or out-of-state educator certificate that
47 meets the requirements for reciprocity under rules promulgated by the
48 state board of education;
49 (b) In conjunction with the Idaho evaluation framework, "individual-
50 ized professional learning plan" means an individualized professional

1 development plan based on the Idaho framework for teaching evaluation
2 and includes, at a minimum, identified interventions based on the indi-
3 vidual's strengths and areas of needed growth, how the individual will
4 set student achievement and growth goals, and areas of identified pro-
5 fessional development and mentoring that target continuous improvement
6 in professional areas, future student achievement, and school building
7 or district culture;

8 (c) "Instructional staff" means those involved in the direct instruc-
9 tion of a student or group of students and who hold a certificate issued
10 under section 33-1201, Idaho Code;

11 (d) "Pupil service staff" means those who provide services to students
12 but are not involved in direct instruction of those students and who
13 hold a certificate issued under section 33-1201, Idaho Code; and

14 (e) "School district" means a school district or a public charter
15 school.

16 SECTION 4. An emergency existing therefor, which emergency is hereby
17 declared to exist, this act shall be in full force and effect on and after
18 July 1, 2022.