



REGION 17
Idaho
Montana

Idaho Content Standards

Region 17 Status Report

December 2020

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Idaho Content Standards Update Process

Content Standard Committee Membership and Processes

Selection and Establishment of Content Committees

The Idaho State Department of Education (SDE) facilitated a multilayered process to establish the committees tasked with developing new standards in the content areas of math, English language arts (ELA), and science. In June 2020, SDE sent nomination forms to key groups to ensure that a broad base of stakeholders including parents, educators – both K-12 and postsecondary, legislators and the general public – were included. Each of the following groups was asked to share the form with its members and to nominate individuals to serve on the committees:

- Bluum
- Higher education institutions
- Idaho Association of School Administrators (IASA)
- Idaho Career and Technical Education (CTE)
- Idaho Charter School Network
- Idaho Education Association (IEA)
- Idaho Indian Education Committee
- Idaho School Board Association (ISBA)
- Legislators
- Office of the State Board of Education (OSBE)
- Northwest Professional Educators (NWPE)
- Parent Teacher Association (PTA)

After nominations were submitted, the SDE formed committees to ensure broad participation. All nominated parents, community partners, and legislators, as well as individuals who were nominated by the House Education Committee, were assigned to their requested committee. Remaining assignments were made based on each nominee’s expressed content area interest, role, and the region of Idaho they represented. Nominees who were identified as teachers were randomly assigned to a content area committee. Nominees who were not selected were

designated as alternates, to be assigned if an appointed committee member had to discontinue their participation. This process ensured that each content area committee represented diverse perspectives from parents, educators, policymakers, higher education professionals, and school board members, as well as from diverse regions of the state. An additional 11 committee members were added at the explicit request of select legislators.

Committee Members

The three content area committees included stakeholders representing diverse roles in the community. These committee members were assigned to subgroups based on their interests and preferences and reviewed the content area standards by specific grade bands (tables 1, 2, and 3).

Table 1. Idaho 2020 Math Content Standards Committee

Committee Subgroup	First Name	Last Name	Role
Mathematics K-2	Kacey	Diemert	Higher education professional
Mathematics K-2	Melanie	Blad	Teacher
Mathematics K-2	Corey	Friis	Teacher
Mathematics K-2	Jordan	Hagen	Teacher
Mathematics K-2	Adam	Uptmor	Administrator
Mathematics 3-5	Shannon	Murray	Higher education professional
Mathematics 3-5	David	Lent	Legislator
Mathematics 3-5	Kelli	Rich	Teacher
Mathematics 3-5	Brandi	Griggs	Community member
Mathematics 6-8	Michele	Carney	Higher education professional
Mathematics 6-8	Kathryn	Atkinson	Teacher
Mathematics 6-8	Erin	Corwine	Teacher
Mathematics 6-8	Justin	Pickens	Teacher
Mathematics 6-8	Kenn	Roberts	Community member
Mathematics 6-8	Janie	Ward-Engelking	Legislator
Mathematics 9-12	Cathy	Carson	Higher education professional
Mathematics 9-12	Ryan	Kerby	Legislator
Mathematics 9-12	Ann	Abbott	Teacher
Mathematics 9-12	Hem	Acharya	Teacher
Mathematics 9-12	Katie	Bosch Wilson	Teacher
Mathematics 9-12	Eileen	Holden	Administrator
Mathematics 9-12	Levi	Jaynes	Administrator

Table 2. Idaho 2020 English Language Arts Content Standards Committee

Committee Subgroup	First Name	Last Name	Role
ELA/Literacy K-2	Heidi	Reed	Teacher
ELA/Literacy K-2	Tara	Robinson	Teacher
ELA/Literacy K-2	Mary	Spiker	Teacher
ELA/Literacy K-2	Andra	Murray	Administrator
ELA/Literacy K-2	Kathy	Luras	Administrator
ELA/Literacy K-2	Alison	Henken	State board of education staff member
ELA/Literacy 3-5	Aaron	Schab	Higher education professional
ELA/Literacy 3-5	Amy	Quarry	Teacher
ELA/Literacy 3-5	Ann	Tan	Teacher
ELA/Literacy 3-5	Cindy	Orr	Administrator
ELA/Literacy 3-5	Sonya	Harris	School board member
ELA/Literacy 3-5	Michelle	Rogers	Teacher
ELA/Literacy 3-5	John	McCrostie	Legislator
ELA/Literacy 6-8	Dawn	Shepherd	Higher education professional
ELA/Literacy 6-8	Steven	Thayn	Legislator
ELA/Literacy 6-8	Stephanie	Archuleta	Parent
ELA/Literacy 6-8	Lesly	Morton	Teacher
ELA/Literacy 6-8	Sherrilynn	Bair	Administrator
ELA/Literacy 6-8	Whitney	Wagoner	Teacher
ELA/Literacy 6-8	Lisa	Sexton	Administrator
ELA/Literacy 9-12	Lloyd	Duman	Higher education professional
ELA/Literacy 9-12	Gary	Marshall	Legislator
ELA/Literacy 9-12	Kathryn	Bonzo	Teacher
ELA/Literacy 9-12	Dixie	Johnson	Teacher
ELA/Literacy 9-12	Melissa	Cortes	Teacher
ELA/Literacy 9-12	Craig	Woods	Administrator
ELA/Literacy 9-12	Bobbie	Price	Teacher

Table 3. Idaho 2020 Science Content Standards Committee

Committee Subgroup	First Name	Last Name	Role
Science K-2	Julianne	Wenner	Higher education
Science K-2	Jeff	Macre	Community member
Science K-2	Carri	Thomason	Teacher
Science K-2	Marsha	Peterson	Community Member
Science K-2	Jill	Hettinger	Administrator
Science K-2	Sally	Toone	Legislator
Science 3-5	Amy	Christopherson	Higher education professional
Science 3-5	Lori	Den Hartog	Legislator
Science 3-5	Leslie	Baker	School board member
Science 3-5	Kristina	Shain	Teacher
Science 3-5	Shannon	Kenyon	Teacher
Science 3-5	Lisa	Russell	Teacher
Science 3-5	Jamie	Vick	Teacher
Life science 6-12	Elissa	Novy	Teacher
Life science 6-12	Ken	Hart	Administrator
Life science 6-12	Sara	Tolman	Teacher
Life science 6-12	Chris	Stoker	Administrator
Life science 6-12	Matt	Wigglesworth	Administrator
Life science 6-12	Dean	Mortimer	Community member (Legislator)
Life science 6-12	Jim	Woodward	Legislator
Earth and space science 6-12	Megan	Gambs	Higher education professional
Earth and space science 6-12	Jennifer	Pierce	Parent
Earth and space science 6-12	Christine	Casselman	Teacher
Earth and space science 6-12	Kathleen	Olson	Teacher
Earth and space science 6-12	Rebecca	Feekes	Teacher
Earth and space science 6-12	Lucas	Barnett	Career and technical education representative
Earth and space science 6-12	Dorothy	Moon	Legislator
Physical science 6-12	Tony	Wisniewski	Legislator
Physical science 6-12	Jesse	LaSarte	Business partner
Physical science 6-12	Lloyd	Mataka	Higher education professional
Physical science 6-12	Earla	Durfee	Teacher
Physical science 6-12	Lex	Godfrey	Teacher
Physical science 6-12	Brie	Trueblood	Teacher

Committee Processes

To ensure that their work was productive and efficient, all committee members discussed and agreed to a set of working norms and processes.

Statements Guiding Committee Member Interactions

When working together, committee members agreed to follow these guidelines:

- Be respectful
- Be supportive
- Be present
- Be open

Statements Guiding Committee Member Processes

To guide the process of developing the new content standards, committee members agreed to the following:

1. The overarching focus of the work was to provide Idaho students with the highest quality education through high-quality standards.
2. State content standards DO represent the expectations for what students should know and be able to do by the end of each grade.
3. State content standards DO NOT describe or mandate how to facilitate learning through a particular instructional practice, curriculum, or assessment.
4. Any change made to the standards would be grounded in the specific requests from the legislature (table 4).

Table 4. Idaho Legislature Requests for Content Standards by Content Area

Content Area	Idaho Legislature Requests
Math	<p>Explicitly state grade levels where students master addition, subtraction, multiplication, and division facts</p> <p>Integrate basic skills with critical thinking and real-life problem-solving throughout the standards with more connections to science, business, and other related disciplines</p> <p>Ensure age-/grade-level appropriate standards, especially in early grades</p> <p>Confirm that the standards that require problem-solving are age appropriate and do not exceed the knowledge standards accepted for each grade level</p> <p>Lessen complex verbiage</p> <p>Prioritize the most important concepts</p> <p>Reduce the number of standards</p>
English language arts	<p>Ensure that explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension are included</p> <p>Prioritize the basics of reading and writing with less emphasis on analysis, style, and complex writing forms in lower grades</p> <p>Balance fiction and nonfiction reading materials, emphasizing value-rich, historically important, and uplifting literature</p> <p>Lessen complex verbiage</p> <p>Prioritize the most important concepts</p> <p>Reduce the number of standards</p>
Science	<p>Remove supporting content</p> <p>Balance standards that have been politicized and remove conclusionary language</p> <p>Focus on age-appropriateness, ensuring basic concepts are understood before delving deeply into theoretical science</p> <p>Assure that problem-solving standards are age appropriate and do not exceed a student's background knowledge</p>

5. To ensure the committees could engage in productive discussion while efficiently moving the process forward, committee members agreed that:
 - All consensus will be reached in a public forum.
 - Consensus does not mean unanimous, but does mean:
 - I can live with the decision.
 - I will support my colleagues in implementing this decision.
 - I will do absolutely nothing to impede the implementation of the decision.
 - When unanimous agreement cannot be reached via discussion, consensus can be achieved by gaining a vote of greater than 60% of committee members.

Content Standards Update Process

To initiate the work, committees divided into grade-level or domain-specific subgroups. Subgroups were formed based upon a committee member’s stated grade-level or domain of interest or preference. Each subgroup was tasked with reviewing the current Idaho standards through the lens of the specific requests put forth by the legislature (see table 4). Groups used a three-step process to guide their review:

1. Review the current Idaho standard and determine which of the following four options is necessary:¹
 - A. Keep standard as is.
 - B. Rewrite standard (*see step 2B*).
 - C. Keep/rewrite standard but move to a new grade level (*see steps 2B and 2C*).
 - D. Remove standard (*see step 2D*).
2. Develop new standard.

2B. Rewrite standard.

- i. Identify a legislature-recommended state (Florida, Massachusetts, Nebraska, Texas) to use as a reference. If needed, use all states.
- ii. Review what should be changed in the Idaho standard in consideration of the legislature’s requests.
- iii. Determine if the chosen reference state’s corresponding standard addresses the identified reason for rewriting the Idaho standard.
 - If yes, use as much language as possible from the reference state standard.
 - If no, move to another reference state example.
- iv. Repeat until you have rewritten the Idaho standard.
- v. Reach consensus on the new standard.

2C. Keep/rewrite standard but move it to a new grade level.

- i. Write a rationale for the move to another grade level.

2D. Remove standard.

- i. Record a rationale for the decision to remove the standard.

¹ The mathematics group adopted the Massachusetts standards as a model and initiated Step 1 with that state’s standard.

- 3. Work sequentially through grade-band standards.

All committee work completed during this initial process was captured in templates with standardized fields (table 5).

Table 5. Template for Idaho Statewide Content Standards Update Process

Current standard	A. Keep B. Revise: record the revised standard (include tracked changes) C. Move: record what grade level the standard should be moved to D. Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of grade level for standard.
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Committee Meetings

Table 6 outlines dates when the entire committee and all subgroups convened at one time. Smaller subgroup meetings may have occurred between these meetings to complete unfinished tasks. Additionally, each group member engaged in homework activities between meetings.

Table 6. Idaho Content Standards Committee Meeting Dates in 2020

Content Committee	Initial Kick-off Meeting	Initial Review of Current Idaho Standards	Begin Draft of New Content Standards	Review Initial Draft for Vertical Alignment	Committee Vote on Draft 1 for State Board Review (December 8)
English language arts	June 29	August 5	September 24 and 25	November 9 and 10	December 1
Math	June 29	August 3	September 29 and 30	November 5 and 6	December 7
Science	June 30	August 4	September 22 and 23	November 12 and 13	November 30

Committee Progress to Date

Each content area committee has completed a full analysis and rewrite of the current Idaho content standards for ELA, math, and science, resulting in an initial draft. The products of this work, including documentation of specific modifications and rewrites, will be submitted to the State Board of Education for review in a special board meeting in January. In addition, the department will seek feedback from the public on the initial draft.

Each committee recognizes that the work to date is an initial draft and that each committee will need to reach consensus on many further revisions. Committee members will review and consider comments from the State Board of Education, Legislature and the public and incorporate actional feedback into those revisions.

Table 7. Tasks Remaining to Be Completed by Idaho Content Standards Committees

Content Committee	Tasks Remaining to Be Completed
Math	Finalize clarification statements and included examples associated with standards Determine what information should be included in the standards document that is incorporated by reference in administrative code Incorporate feedback from Idaho stakeholders
English language arts	Replace grade-level College and Career Readiness Anchor Standards Further review initial rewrites for opportunities to consolidate standards Determine whether to include clarifying examples and develop such examples, as needed Determine what information should be included in the standards document that is incorporated by reference in administrative code Determine whether to include reading in the content area standards Incorporate feedback from Idaho stakeholders
Science	Further review initial rewrites to ensure committee consensus on language Determine what information should be included in the standards document that is incorporated by reference in administrative code Incorporate feedback from Idaho stakeholders

Full committees will reconvene in March 2021 to continue the work. A first draft for consideration as part of the formal rule making process will be sent to the State Board of Education in June 2021. The public will have several additional opportunities to provide feedback on the standards before the legislature receives a final version for approval in the 2022 legislative session.

Region 17 Comprehensive Center

The [Region 17 Comprehensive Center](#) (CC), serving Idaho and Montana, is one of 19 regional centers across the nation that help state education agencies (SEAs) to implement, scale, and sustain evidence-based policies, programs and practices that support improved educator and student outcomes. Operated by [Education Northwest](#), the Region 17 CC partners with these SEAs to provide high quality technical assistance, build collaborative relationships, support local educational agencies to make systemic changes, and disseminate research-based practices.

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