

GUIDANCE REGARDING SECTION 33-1004B, IDAHO CODE

2025-2026 Idaho Career Ladder Guidance Manual



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REVISED 07/03/2025

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INTRODUCTION

What is the Idaho Career Ladder?

The Idaho Career Ladder is a funding mechanism outlined in Idaho Code section 33-1004B, and replaced the education and experience model (Idaho Code section 33-1004A)¹ for instructional and pupil service staff beginning in the 2015-2016 school year. Designed to allocate funding for instructional and pupil service staff employed by school districts and charter schools, the Career Ladder operates through Salary and Benefit Apportionment (SBA). It consists of three rungs—Residency, Professional, and Advanced Professional—each containing multiple cells. Every cell corresponds to a specific funding allocation for a given year.

The Idaho Career Ladder funding model does not consider education for placement and movement purposes.

2025-2026 Idaho Career Ladder Base Allocation (Idaho Code section 33-1004B)

	Cell 1	Cell 2	Cell 3	Cell 4	Cell 5
Residency Rung	\$ 50,252	\$ 51,302	\$ 52,352		
Professional Rung	\$ 53,402	\$ 55,239	\$ 57,077	\$ 58,914	\$ 60,752
Advanced Professional Rung	\$ 64,427	\$ 66,527	\$ 68,627	\$ 70,727	\$ 72,827

What are the additional allocations?

Idaho Code sections 33-1004B (8) and (9) provide for further allocations in addition to the base allocations outlined above. School districts and charter schools receive an extra \$3,000 per applicable Full-Time Equivalent (FTE) for career technical education (CTE) instructional staff who hold an occupational specialist certificate in their teaching area. This allocation is designated for CTE staff and included as part of their salary, but its distribution is at the employer's discretion. Instructional and pupil service staff who hold a professional or advanced professional endorsement **and** a baccalaureate degree with 24 or more post-degree credits generate an **additional \$2,000 per applicable FTE per fiscal year**. Those with a professional or advanced professional endorsement **and** a master's degree generate an **additional \$3,500 per applicable FTE per fiscal year**.

Degrees and credits may be earned before certification but must be in relevant pedagogy. It is not required that these education allocations be passed on to staff.

¹ The education and experience model, however, is still used for calculating administrator funding.

What is a salary schedule?

A salary schedule is a mechanism created by school districts and charter schools to determine their staff's contract salaries. Salary schedules are developed locally, approved by the school board and implemented for any given school year. While a salary schedule may align with the Idaho Career Ladder funding allocation model, Idaho Code does not require it to do so.

While a district or charter school may elect to use it as such, at the state level the Idaho Career Ladder is a funding allocation model, not a salary schedule.

Who determines instructional and pupil services staff salaries?

School districts and charter schools determine contract salaries based on their local salary schedules. This may include factors such as an individual's experience or other relevant local considerations. Locations may choose whether to recognize years of experience at a prior third-party location or teaching experience in higher education when determining placement on their local salary schedule. The same applies to educational components, degrees, and credits. Decisions regarding how these or other factors impact a salary are locally controlled and not set at the state level. With the exception of CTE allocations and minimum salaries, there are no state-mandated requirements for what a salary schedule must include or exclude, nor are there other statewide salary schedule regulations.

For questions pertaining to your location's salary schedule and staff salaries, please contact your employing school district or charter school.

If salaries are determined locally, why are there minimum salaries?

Although salaries are determined locally, [Idaho Code section 33-1004E\(1\)\(2\)\(3\)](#) provides that the minimum salaries for a full-time instructional or pupil service staff member on the residency rung cannot be less than the minimum dollar amount on **residency rung** for that year as defined in Idaho Code 33-1004B(9). For the 2025-2026 school year, that base allocation is **\$50,252**. Similarly, individuals on the professional or advanced professional rung cannot be paid less than the minimum dollar amount on the **professional rung** - **\$53,402** for the P-rung and **\$64,427** for the **advanced professional rung** for the 2025-2026 year.

Additional Note on Minimum Salaries:

[Idaho Code section 33-1004B](#) governs the allocation generation across the various cells of the Idaho Career Ladder. If a school district or charter school employee does not meet the required performance metrics as outlined in this code section, they will not advance on the Idaho Career Ladder, and funding for their position will remain at the level associated with the last year they met those performance standards.

However, pursuant to [Idaho Code section 33-1004E\(1\), \(2\), and \(3\)](#), school districts and charter schools are still required to pay staff at least the minimum salary amounts designated for R1, P1, and AP1 allocated positions. This provision requires the employer to compensate staff at higher 2025-2026 minimum rates, as outlined above, than those determined to be used for the average

allocated salary and Salary-Based-Appportionment calculation derived from Career Ladder placements.

For the 2023–2024 and 2024–2025 school years, an additional \$6,359 was added to each cell of the Career Ladder. This increase also applied to any prior-year cell amounts for staff who remained on frozen funding. Beginning in the 2025–2026 school year, the \$6,359 increase will be incorporated into the base amounts only for the 2023–2024 and 2024–2025 Career Ladder cells.

For example, if somebody is frozen on the P1 cell at 2022-2023 funding levels, their employer is required to compensate them for \$53,402 (as this is the minimum compensation amount for the 2025-2026 school year) but that placement will generate \$43,488 in funding as part of the average allocated salary and Salary-Based-Appportionment calculation (as outlined in [Idaho Code section 33-1004B \(9\) \(c\) through \(f\)](#)).

What is the difference between an “actual FTE” and an “allocated FTE”?

Full-Time Equivalent positions (FTEs) are categorized in two ways for Idaho’s Salary and Benefit Appportionment (SBA) calculations. The term “actual FTEs” refers to the total number of FTEs actually employed within the specified group. Different calculations consider different staff groups, but for SBA purposes, this includes all FTEs for staff active in that position type as of the last Friday in September (“snapshot date”). These figures are prorated based on the portion of the FTE funded by the General Fund, which excludes grants, dedicated funds, and other sources but includes local tax levies.

“Allocated FTEs” are those calculated by the SBA to determine how many FTEs will be used to generate funding based on each position category (administrative, instructional, pupil service staff, and classified). This is determined by multiplying a district or charter school’s Support Units by ratios set in [Idaho Code 33-1004\(2\),\(3\),\(4\), and \(5\)](#). Support Units come from a location’s student population factoring in Average Daily Attendance (ADA) and the type and number of students served. For more information on Support Units, please consult Public School Finance manuals related to [student factors](#).

It is important to remember that allocated FTEs and actual FTEs are likely not identical for a location and should not be thought of as interchangeable.

Does the Idaho Career Ladder generate funding for each specific individual school district and charter school staff member?

No. An individual staff member’s Idaho Career Ladder base allocation amount and additional allocation (if applicable) applies towards an average allocated salary, which is then multiplied by allocated FTEs in the SBA calculation.

It is not possible to give a specific amount an individual generated on their own, as their effect on the average allocated salary is what affects funding.

For any location, the average allocated salary is derived from adding up all applicable staff’s Idaho

Career Ladder allocation amounts for their cell placements, plus any applicable education or OS CTE allocations, then dividing that total by the number of applicable actual FTEs associated with them. This is calculated separately for instructional staff and pupil service staff; however, in cases where a location has no applicable pupil service staff, the instructional average allocated salary is used in its place. While this determines “how much” each allocated FTE is funded for, it does not determine how many allocated FTEs there are. Please see above for more information on allocated FTEs. While everyone’s “contribution” to funding can be thought of as their Idaho Career Ladder data’s effect on the overall average allocated salary, this is not the same as an exact portion of the final total being said to be “for” that individual.

Because of this and the fact that the allocated FTEs are derived independently from actual FTEs through student data, it is not possible to say with precision what part of the total funding “comes from” each individual, and most attempts to find such amounts would end up with situations where the sum of each individual’s “portion” may be higher or lower than the total funding generated.

Who determines placement on the Idaho Career Ladder?

The Idaho Department of Education’s Public School Finance Department determines placement on the Idaho Career Ladder. Placement is based on the individual’s background, which may include certificated experience, whether the individual has been issued a Professional or Advanced Professional Endorsement (by the Teacher Certification Department), as well as past performance information. These determining factors are documented locally by the employing location, summarized on a form (as outlined further below) developed by the Public School Finance Department and the form submitted to the Public School Finance Department by the individual’s employer.

Professional and Advanced Professional Endorsements are separate from endorsements related to teaching endorsements and credentials an individual may have and are exclusively used for Idaho Career Ladder.

School districts and charter schools are strongly encouraged to provide any documentation supporting appropriate staff placement on the Idaho Career Ladder, including records for years where no data exists. Without the location’s involvement, instructional and pupil service staff may not be placed in the most appropriate Idaho Career Ladder cell.

For questions about placement or movement on the Idaho Career Ladder, please contact the Idaho Department of Education, Public School Finance Department.

PROFESSIONAL AND ADVANCED PROFESSIONAL ENDORSEMENTS

What are Professional and Advanced Professional Endorsements?

Professional and Advanced Professional Endorsements allow qualified individuals to move to the Professional or Advanced Professional rungs of the Career Ladder. With some exceptions, placement on the 'P' rung requires a recommendation for and issuance of a Professional Endorsement (PE), while placement on the 'AP' rung requires a recommendation for and issuance of an Advanced Professional Endorsement (APE).

This mechanism is outlined in [Idaho Code section 33-1201A](#). For information on how Professional and Advanced Professional Endorsements are issued, please see guidance from the [Idaho Department of Education's Professional and Advanced Professional Endorsement page](#).

Professional and Advanced Professional Endorsement Data

The data used to determine an individual's eligibility for a PE/APE is reported by each public school district and charter school to the Idaho Department of Education through either the Idaho Career Ladder Data System (CLDS) for Idaho public K-12 data, or through PE/APE recommendation forms available on their PE/APE [website](#).

This data is not created at the state level, nor can anyone at the state level amend the data reported by public school districts and charter schools related to PE/APE eligibility.

If the data reported by the district or charter school verifies the criteria for a PE/APE are met, the applicable endorsement is issued through CLDS. If the data does not verify the criteria for PE/APE are met, the applicable endorsement is not issued.

PE/APE issuance always requires a recommendation from the employing school district or charter school and will not occur without this, regardless of whether all other requirements are met or not.

While information related to PE/APE issuance uses some data points similar to those used on the ISEE Form 10 for placements and future movement (see below), the exact information differs and submission of data through one process does not transfer directly to the other.

Locations are strongly encouraged to complete the PE/APE process for applicable staff before continuing the ISEE Form 10 process below, as without knowing someone's PE/APE status, placement cannot be accurately determined.

ISEE FORM 10 – INSTRUCTIONAL AND PUPIL SERVICE STAFF

What is ISEE Form 10?

The ISEE Form 10 is an Excel worksheet used to record an individual's past certificated experience, which may result in a higher Idaho Career Ladder placement, likely increasing SBA funding to the district or charter school. The ISEE Form 10 is updated each year to capture an individual's employment information (including years not worked) and performance data (including student performance) for the most recent five calendar years. The ISEE Form 10 for the current school year can be found on the Public School Finance website.

As the ISEE Form 10 is updated each year, please do not use a current year ISEE Form 10 for prior or future school years. If you require a prior year ISEE Form 10, contact Alexandra McCann in Public School Finance (amccann@sde.idaho.gov). The form for the coming year will be placed on the PSF website once they are available towards the end of each school year.

What does ISEE Form 10 have to do with PE/APE?

Individuals who have never been placed on the Idaho Career Ladder but have been issued a Professional Endorsement (PE) or Advanced Professional Endorsement (APE) may be eligible for an initial placement higher than P1 or AP1 if they have qualifying performance data. To determine eligibility for a higher Career Ladder placement on these rungs, the hiring district or charter school must provide the Public School Finance Department with the following:

- The individual's out-of-state evaluations and aggregate student performance data for the last five calendar years preceding the year of hire (captured on ISEE Form 10 – do not send performance data)
- To have their Superintendent or Charter School Administrator determine and certify if this data is equivalent to Idaho's professional compensation rung performance criteria:
 - An overall rating of proficient or higher
 - No components rated as unsatisfactory
 - More than 50% of students have met their measurable student achievement targets or student success indicator targets for the year
- (Note: These same criteria are used for both placement on the P and AP rungs per Idaho Code 33-1004B(7))
- To complete and submit an ISEE Form 10 to the Idaho Department of Education's Public School Finance Department

An individual's prior out of state performance data IS used to complete the ISEE Form 10. They ARE NOT used for completing the Teacher Certification's PE/APE recommendation form.

Individuals who may need to have a Form 10 submitted for

Any individual who meets the following criteria will need a completed ISEE Form 10, signed by the hiring superintendent or charter school administrator to be properly placed:

- Anyone new to Idaho public K-12 with prior certificated experience
 - This includes individuals with insufficient years to be issued a PE or APE
- Anyone with prior Idaho public K-12 experience who has not been previously placed on the Idaho Career Ladder
- Anyone with prior Idaho public K-12 experience on the Idaho Career Ladder, but who has not been active in Idaho public K-12 in at least the past school year
- Idaho Administrators returning to the classroom (even if for only one assignment) when their administrative performance data is from the 2021-2022 school year or earlier (the use of these evaluations for Idaho Career Ladder purposes did not begin until the 2022-2023 school year and so were not fully captured in CLDS)

Evaluations from outside Idaho public K-12 schools may be used when applicable, provided the hiring location's Superintendent or Charter School Administrator certifies that the individual's performance data for that year is equivalent to Idaho's requirements. Years without an evaluation or where no record is available are considered as not meeting that year's performance requirements. For prior year Form 10's, please contact Alexandra McCann at amccann@sde.idaho.gov.

Please obtain the appropriate Professional or Advanced Professional Endorsement for an individual prior to ISEE Form 10 submission.

Do we send performance evaluations to Public School Finance?

No, please do not send staff performance records to Public School Finance. To place staff on the Idaho Career Ladder, complete an ISEE Form 10, which must be certified by the location's Superintendent or Charter School Administrator. By certifying the form, they confirm the information is accurate and that the individual meets Idaho-equivalent performance criteria. We do not review individual performance records or student data, including for estimating placements of potential future staff. Please ensure that all supporting documentation is retained on-site for auditing purposes.

Do we need to send performance data to the Teacher Certification Department for endorsement recommendations then?

Please note that PE/APE recommendation forms do not require any documentation pertaining to performance data for the issuance of in state/ out of state or out-of-state Professional or Advanced Professional Endorsements.

Locations should retain any documentation used to complete ISEE Form 10 but should not send such documentation to the Public School Finance Department.

IDAHO CAREER LADDER PERFORMANCE METRICS

Placement and movement on the Idaho Career Ladder is subject to meeting performance metrics as outlined below:

Professional Rung Performance Criteria ([Idaho Code section 33-1001\(20\)\(a\)](#))

1. An overall rating of proficient or better on their instructional/pupil services evaluation or equivalent administrative evaluation
2. No components rated as unsatisfactory on their instructional/pupil services evaluation or equivalent administrative evaluation
3. Demonstrated the majority of students met their measurable student achievement targets or student success indicator targets or equivalent administrative data
4. All three criteria must be met within a year for it to be considered passing

Advanced Professional Rung Performance Criteria ([Idaho Code section 33-1001\(20\)\(b\)](#))

1. An overall rating of proficient or better on their instructional/pupil services evaluation or equivalent administrative evaluation
2. No components rated as unsatisfactory or basic on their instructional/pupil services evaluation or equivalent administrative evaluation
3. Rated as distinguished overall in domain two - classroom environment or domain three - instruction on their instructional/pupil services evaluation or equivalent administrative evaluation
4. Demonstrating seventy-five percent (75%) or more of their students have met their measurable student achievement targets or student success indicator targets

OBTAINING, VERIFYING AND DOCUMENTING EMPLOYMENT HISTORY AND PERFORMANCE METRICS

Why should we obtain performance data?

According to Idaho Code section 33-1004B, experience and performance metrics are part of the mechanisms used for placement and movement on the Idaho Career Ladder. Positive performance data is vital in order to place an individual on the highest and most appropriate Idaho Career Ladder cell possible and subsequently advance to the next applicable cell. If performance data is unavailable, individuals will be placed on a lower cell and may not advance as soon as they otherwise would have been able to advance.

How do we get performance evaluations?

For individuals who have already been placed on the Idaho Career Ladder, the Idaho Career Ladder Data System provides the ability for school districts and charter schools to submit, review and certify Idaho Career Ladder data, such as staff evaluation results for administrators (as of the 2022-2023 school year), pupil service staff members, and instructional staff. However, performance data for previously placed individuals may not be available if individuals have left certificated employment at Idaho public schools k-12 schools.

For public K-12 instructional or pupil service staff with applicable performance data from outside the Idaho public K-12 school system, the former employer(s) would need to provide the individual with their performance records, including aggregated student performance data from the past five calendar years. **For the 2025-2026 school year, the lookback period covers 2020-2021 through 2024-2025.** Alternatively, the former employer may send the records directly to the hiring Idaho school district or charter school. This requirement also applies to Idaho private or parochial institutions, as they are not included in the K-12 public school data collection system.

The above does not supersede the requirements related to obtaining and distributing personnel files as seen in Idaho Code section 33-1210.

Are there exceptions when performance data is not available to the hiring location or to the new hire?

According to the Office of the State Board of Education, any year without an Idaho evaluation or student data defaults to “failed”. Evaluations and student data from outside the Idaho public K-12 school system may be used when applicable, provided the hiring school district’s superintendent or charter school administrator certifies that the evaluation data meets Idaho performance standards. Idaho Code does not exempt the requirement for performance criteria in cases where an employer outside the Idaho public K-12 system refuses to submit the necessary information to the district, charter school, or individual.

What prior employment counts towards experience?

Certificated employment at a public K-12 school district or charter school counts towards experience if the individual held a combined total of at least 0.5 certificated FTEs across locations within a school year. Multiple school years totaling less than 0.5 FTE cannot be combined. In addition, certificated K-12 experience in a private or parochial institution can also be counted, provided the location meets the other requirements above and is accredited by:

- COGNIA
- Western Association of Schools and Colleges (WASC)
- Middle States Association Commissions on Elementary and Secondary Schools (MSA-CES)
- New England Association of Schools and Colleges (NEASC)
- Any accreditor listed in the Cognia Non-Public Accreditation Partner Directory and Fact Sheets (©2024)

See the [Professional and Advanced Professional Endorsements](#) page for links to accrediting body school directories and a link to the *Cognia Non-Public Accreditation Partner Directory and Fact Sheets* (©2024).

Non-stateside work experience can only be counted if the location meets the requirements above and is accredited by the aforementioned accreditors or is part of the US Department of Defense Education Activity (DoDEA). Guam is a compact member jurisdiction. Experience within a foreign nation's educational system must still be certificated in that location, even if certification is not required or the use of external certification is allowed there.

Higher education, while reportable for ISEE purposes, cannot be used for Idaho Career Ladder placement or movement.

How are CTE Occupational Specialist Certificated staff new to the Idaho Career Ladder placed using industry experience?

Per Idaho Code 33-1004B(6), those new to the Idaho Career Ladder holding an Occupational Specialist Certificate (not a degree based CTE certificate) are placed on the Idaho Career Ladder based on the number of years of industry experience recognized by the Idaho Division of Career Technical Education as follows:

Years	Cell
2-3	R2
4-5	R3
6-7	P1
8+	P2

It is important to note that such placement does not issue a Professional Endorsement to the individual, meaning that those on the R-Rung will not be able to move past the R3 cell until an endorsement is issued, no sooner than after their completion of their third certificate year of experience, and that the individual will not generate an education allocation until after one has been issued as well.

For questions about the requirements for years of industry experience to be counted, please contact the Idaho Division of Career Technical Education.

Per the Idaho Office of the State Board of Education, individuals with less than four years of certificated K-12 experience cannot be evaluated for movement along the P-Rung. This means that anyone placed on the P Rung due to industry experience will not be able to move forward on the Idaho Career Ladder and will remain the same cell and funding year level as their initial placement until **at least the end of their 4th year of certificated experience**.

PLACEMENT AND MOVEMENT ON THE IDAHO CAREER LADDER

Placement and advancement within the various rungs and cells of the Idaho Career Ladder are determined by experience, meeting performance criteria and the attainment of professional or advanced professional endorsements. **It is important to note that educational attainment is not a factor in Career Ladder placement or progression.**

How are new staff in their first year of holding an Idaho certificate placed?

New staff in their first year of holding an Idaho certificate will be placed as R1 at current year funding levels. They will move up cells over the next years until they arrive at R3, where they will remain until they earn a Professional Endorsement. Even though new staff may have one or more years of out-of-state certificated experience, they may not be placed higher than R1. However, out-of-state experience may be counted toward the years of experience required to be recommended for an in-state/out-of-state professional or advanced professional endorsement.

Initial placements as an R2 or R3 are not possible except for placements based on industry experience.

What about initial placements for staff with prior experience?

Certificated experienced staff having taught out-of-state, staff having left instructional or pupil service assignments prior to the implementation of the Idaho Career Ladder, or administrators returning to the classroom are considered certificated staff with prior experience. Their placement depends on their years of experience and prior performance considering a five-year lookback period.

For staff with prior certificated experience but new to the Idaho Career Ladder, please contact the Teacher Certification Department to inquire about the individual's eligibility to receive a Professional or an Advanced Professional Endorsement. The endorsement will determine which rung an individual will start with.

Next, fill out an ISEE Form 10 to record any prior years in which the individual met equivalent professional rung performance criteria. The ISEE Form 10 should be completed for anyone who has prior experience but was not active in the Idaho public K-12 school system in the prior year, regardless of whether they are eligible for a PE/APE or this placement process. The completion of the ISEE Form 10 helps record such data for future movement.

What should we do when we have administrators returning to the classroom?

Effective 2022-2023, building level administrators returning to the classroom can count their prior administrative performance data to meet performance criteria necessary for placement and movement along the Idaho Career Ladder once they have returned to the classroom in an instructional role or as pupil service staff. [Idaho Code section 33-1004B](#) specifically outlines that the Idaho Career Ladder is a funding mechanism for instructional and pupil service staff; hence,

individuals with only administrative assignments are funded through the Experience and Education Index. Without an instructional or pupil service assignment, individuals cannot advance on the Idaho Career Ladder.

As performance data was not able to be used for the Idaho Career Ladder prior to 2022-2023, CLDS did not collect the level of data needed until that year. Administrators' data from the Idaho public K-12 school system prior to 2022-2023 used for placement and movement must be submitted via an ISEE Form 10.

This provision does not apply to superintendents and charter school administrators.

Note that not submitting performance evaluations for administrators will cause issues when individuals return to the classroom. Similarly, using performance metrics not in alignment with the Danielson model will impact movement on the Career Ladder.

When does movement occur?

Movement is being calculated at the **end of each person's current certificated contract**, not at the beginning of their next certificated contract. Meeting performance criteria at the end of the contract year allows a person to advance on the Idaho Career Ladder.

The movement of certificated staff into the year 2025-2026 depends on the following:

- **Residency Rung (R1, R2, R3)**
 - R1s and R2s
 - Will advance on cell if they previously held a certificated contract at that cell
- R1s will become R2s and R2s will become R3s
 - R3s
 - Will advance to P1 if they held a certificated contract at that cell and hold a professional endorsement in 2025-2026
 - The location will need to recommend staff for the professional endorsement.
 - Those without a professional endorsement remain an R3 at 2025-2026 funding levels
- **Professional Rung (P1, P2, P3, P4, P5)**
 - Anyone who is issued a PE will automatically become a P1 that year
 - Those on the Professional Rung with exactly four years of experience
 - Will advance one cell if they held a certificated contract at their prior cell and met all three performance criteria in at least two of the last four years (2021-2022, 2022-2023, 2023-2024 and/ or 2024-2025)
 - Others on the Professional Rung with more than four years

- Will advance one cell if they held a certificated contract at their prior cell and met all three performance criteria in at least three of the last five (2020-2021, 2021-2022, 2022-2023, 2023-2024 and/ or 2024-2025)
- One of these three years must be within the prior two years (2023-2024 and/ or 2024-2025)
- Individuals who did not meet all three performance criteria in the required number of years will not advance and will be funded at the prior year funding levels instead of the current year's funding, including applicable education allocations. If an individual was already held and has continued to be held, they would still be at the original funding levels at which they last met criteria; for example, a P3 at 2024-2025 funding levels in 2025-2026. P5s must also meet these requirements or remain funded at prior year funding levels.
- Those on the Professional Rung with fewer than four years
 - Must wait until after the 4th year, regardless of how many years they met criteria
- **Advanced Professional Rung (AP1, AP2, AP3, AP4, AP5)**
 - Anyone who is issued an APE will automatically become an AP1 that year
 - Moving from 2024-2025 into 2025-2026
 - Must have met performance criteria for Advanced Professional Rung in the prior year to advance; otherwise, they will remain at prior year placement and funding including education allocations where applicable
 - Criteria for movement on the AP rung is different than those used for the P rung, meaning you may see a higher proportion of individuals held on AP cells than on P cells

FREQUENTLY ASKED QUESTIONS

Please note that the placement and movement of certificated staff on the Idaho Career Ladder are subject to each staff member's unique background, work history, and performance. Therefore, the following examples are for illustrative purposes only and may not apply to specific situations or locations.

MISCELLANEOUS QUESTIONS AND ANSWERS

1. Why are you requiring us, the School District, to submit copies of performance data both to Teacher Certification and Public School Finance?

Neither the Teacher Certification nor the Public School Finance Department requires copies of staff members' performance records. Please do not send those records to us. Teacher Certification does not require performance metrics to issue the professional or advanced professional endorsement. Public School Finance would like to see a summary of performance metrics on the department's ISEE Form 10 on which the location's superintendent or charter school administrator certifies to its accuracy.

2. Our school district recently learned that the number of accreditation bodies for private and parochial schools has been updated to include accreditors other than COGNIA. We have one employee who came to us with two years of out of state, certified teaching experience at a private school. This should change her placement to R3.

Idaho Code section 33-1004B(1) states that instructional and pupil services staff who are in their first year of holding an Idaho certificate shall be placed in the first cell of the residency compensation rung. As it is their first year of holding an Idaho certificate, they are not eligible for the professional endorsement yet and without the professional endorsement, they cannot be placed in a cell higher than an R1. However, the out-of-state teaching experience gained during this time can count toward the required years of experience for a recommendation for the Professional Endorsement. If your staff member has accumulated three or more years of combined, certificated experience in both Idaho and out-of-state settings— with no more than two years of certificated experience in Idaho—they may be eligible for the Professional Endorsement, provided they meet all the necessary criteria.

3. I am a teacher with 30 years of experience in a parochial school. After I retired from that employer, I accepted a position with an Idaho public school district. They told me they cannot pay me more than the amount associated with R1 on the Idaho Career Ladder. Also, they said that the state would not place me higher than R1!

Staff salaries are locally controlled and determined by your employer. Some school districts and charter schools may use the Idaho Career Ladder as their salary schedule, but they are not required to do so. Questions pertaining to your salary would have to be addressed by your employer. Despite your placement as an R1 on the Idaho Career Ladder for funding purposes, your employer may certainly adjust your salary to be reflective of your teaching experience. Your initial placement on the Idaho Career Ladder may be affected by the accreditation status of your former employer, the parochial school. If the parochial school is not accredited by COGNIA, WASC, MSA-CESS, NEASC or listed in the Cognia Non-Public Accreditation Partner Directory, years taught at this location cannot be considered for your placement on the Idaho Career Ladder. Additionally, a condition of receiving a professional or an advanced professional endorsement is also employment at an accredited location.

PLACEMENT QUESTIONS AND ANSWERS

4. I started teaching at an Idaho charter school. They told me they use the Career Ladder as their salary schedule and pay me according to my placement. You placed me as a P1 based on my professional endorsement that I received because I taught for three years in Arizona in a public school. But I also have ten years of experience teaching at the college level. Why does that experience not count?

According to Idaho Code section 33-1004B, instructional and pupil service staff employed by Idaho school districts and charter schools are funded by the State of Idaho through the Idaho Career Ladder. This funding mechanism requires experience in the K-12 school setting, not in the higher education system. You may be thinking of the previous funding mechanism - the education and index model used to fund instructional and pupil service staff before the Idaho Career Ladder was implemented in 2015-2016. The education and experience index model is still in effect for administrative staff funding and this funding source would be in effect should you transfer to an administrative role. Please note that instructional experience in the higher education setting must be equivalent to K-12 instruction and be at least 0.5 FTE or 680 hours.

5. We hired a Pupil Service staff member with two years of experience as a counselor in the private sector. The individual holds a counseling license. Can the person be placed as an R3?

No, Idaho Code section 33-1004B(1) states that instructional and pupil services staff who are in their first year of holding an Idaho certificate shall be placed in the first cell of the residency compensation rung. As your new staff does not have any experience in the K-12 school system, the staff member will start with an R1 placement.

6. We hired a certificated instructional staff member with six years of experience, but they were placed as a P1. They should have been placed as P4.

Please review your documentation to ensure that you completed ISEE Form 10 and that you indicated on ISEE Form 10 that your new staff member had met the required performance metrics. If your staff did not meet performance metrics or you did not complete that section, the individual will be placed based on the professional endorsement.

7. My new hire has 5 years of experience and two master's degrees. Why are they not placed as AP5?

Education is not a factor for placement or movement on the Idaho Career Ladder, but certificated work experience, meeting performance metrics and holding a professional or advanced professional endorsement is. If they have a professional endorsement, and your administrator can certify that your new hire meets Idaho-equivalent performance metrics at an accredited location for the prior five years, your new hire would be placed as a P3 at current year's funding levels.

8. Our new out-of-state hire has a professional endorsement. We do not understand why and how this happened. The individual never worked for an Idaho public K-12 school district or charter school.

When the Idaho Career Ladder was first implemented in 2015-2016, anyone with a current Idaho credential was issued a grandfathered professional endorsement. A key indicator of whether someone received this endorsement is an issuance date of 7/1/2015. In most cases, the individual likely held an Idaho credential before the Career Ladder's implementation but never worked for an Idaho location.

9. We are not able to get performance data for our new hires from their former out of state employers.

We understand that it may be difficult to obtain performance data for your new hire. Your new staff may be more successful if they reach out to their former (or soon-to-be former employer) to get copies of their own records. It stands to reason that the former employer would be willing to provide a copy of their records.

10. I was wondering if you could help me figure out how to place someone who is coming from out of state and has a current Idaho certification.

You will need to provide us with more information about your new staff member, including information about their prior work experience and performance data. It would be best to complete Form 10. With the information you have currently provided to us, your staff would be placed as an R1 at current year funding levels.

MOVEMENT QUESTIONS AND ANSWERS

11. My staff should have moved from P5 to AP1, but they did not. What went wrong?

Your staff member may not have advanced to the next rung of the Idaho Career Ladder if they did not meet the performance criteria required for an Advanced Professional Endorsement. Please review your staff's CLDS records to ensure their performance metrics were recorded accurately. If they meet the criteria, you may have overlooked recommending them for the endorsement. For more information about Professional and Advanced Professional Endorsements, please contact Teacher Certification.

12. When I reviewed my staff's placement on the Idaho Career Ladder, the individual has been placed by the Idaho Department of Education as a P7 at 2018-2019 funding levels. I do not understand this as the Idaho Career Ladder P Rung ranges from P1 through P5.

Since its inception in 2015-2016, the Idaho Career Ladder has undergone several statutory language updates. One such update was the consolidation of the ten cells on the P rung into five, which took effect at the start of the 2019-2020 school year. Your staff member must have been placed and advanced on the Idaho Career Ladder before 2019-2020, then left before the consolidation. Now that they are returning to an instructional or pupil service assignment, and in the absence of other documentation, they have been placed at their last effective placement.

13. Our new staff came to us after several years in administration at a private school. Prior to his tenure at the private school, he had worked at an Idaho public K-12 location. He has been at the Professional 7 rung during 2016-2017, his last year in the classroom. We placed him on the Professional 5 cell. I just looked up his certification in the certification tool. He is showing the Professional 8 placement and 2017-2018 year funding. Should that information not be updated to show current year placement and funding?

Please keep in mind that a location may compensate its staff according to a locally established salary schedule; however, an individual's placement on the location's salary schedule does not

affect their placement on the Career Ladder. As you may recall, the P rungs of the Career Ladder originally consisted of ten cells, which were later consolidated into five. In the absence of additional information, staff will be placed in the cell they would have advanced to had they remained. For example, after the 2016-2017 school year, a staff member who met performance requirements would have advanced to a P8 at the 2017-2018 funding level. To support a placement change, please submit a Form 10 for the relevant recruitment year. A staff member's placement on the Career Ladder can be updated if you can verify that they have worked at an accredited location and met performance metrics equivalent to Idaho's performance standards. For an administrator returning to the classroom, you must establish that their administrative performance evaluations are equivalent to instructional and pupil service staff performance metrics. If such data is unavailable, the staff member will remain at P8 at the 2017-2018 funding level until they have met performance criteria for three out of five years, with at least one year being in the fourth or fifth year.

14. I need some information about the placement of one of our employees. I know I will have to submit a Form 10 for her next year because she is considering moving from an administrative contract to an instructional contract, but she is hoping we can give her an estimate of where she might be placed on the Career Ladder if she does that. 2024-2025 is her sixth year on an administrator contract, and prior to that she had 13 years of in-state experience. She is eligible for an APE, and she has met all evaluation requirements. My supervisor and I estimated that she should probably be placed on AP7 or AP8, but she was hoping that we could maybe confirm this estimate with the state department.

Please note that AP cells range from AP1 to AP5. Your reference to AP7 or AP8 likely pertains to your location's salary and placement schedule. For guidance, please refer to your location's salary and placement schedule, as these locally managed processes fall outside the oversight of the state department. Once your staff member has been recommended for the Advanced Professional Endorsement and the endorsement has been issued, they will be placed at the AP1 cell. Although your location has issued an administrator contract to your staff member, their current and previous assignments have been instructional in nature and funded through the Career Ladder. It is important to note that the type of contract does not determine the funding mechanism; rather, funding is based on the nature of the assignment. Since their assignments have been funded through the Career Ladder for several years, their evaluations have been tracked and documented in the Career Ladder Data System (CLDS). Therefore, a Form 10 is not required in this instance.

CONTACTS

- Contact Helen Henderson at 208-332-6879 or professionalendorsements@sde.idaho.gov with questions about **Professional and Advanced Professional Endorsements**.
- Contact Alexandra McCann in Public School Finance at 208-332-6845 or amccann@sde.idaho.gov with questions about **ISEE Form 10 data or Idaho Career Ladder placement, movement, and funding**.
- Contact Carol Roessler in Federal Programs at 208-332-6889 or croessler@sde.idaho.gov with questions about the **evaluation process** or how to make **recommendations or corrections in CLDS**.
- Contact Amy Sigler at 208-332-6981 or asigler@edu.idaho.gov if you are in **region 1, 2, or 3**, and you have questions about **data structures** or how to upload **Idaho Career Ladder data**. You may also contact Todd King at 208-332-6937 or tking@edu.idaho.gov.
- Contact Roger Evans at 208-332-6982 or revans@edu.idaho.gov if you are in **region 4, 5, or 6**, and you have questions about **data structures** or how to upload **Idaho Career Ladder data**. You may also contact Todd King at 208-332-6937 or tking@edu.idaho.gov.
- Contact Vance Allen at 208-332-6924 or vallen@edu.idaho.gov if you have any questions about the **ISEE data system**.
- Contact Kristi Enger at the Division of Career Technical Education, Certification at 208-429-5528 or kristi.enger@cte.idaho.gov when you have questions about **industry experience and industry-based certification**.

LINKS

- Idaho Department of Education – Professional and Advanced Professional Endorsements
 - <https://sde.idaho.gov/cert-psc/cert/pe-ape/>
- Idaho Department of Education – Public School Finance
 - <https://sde.idaho.gov/finance/>
- Idaho State Board of Education – Idaho System for Educational Excellence
 - <https://boardofed.idaho.gov/k-12-education/isee-idaho-system-for-educational-excellence/>
- COGNIA Accreditation Registry
 - <https://home.cognia.org/registry>
- Cognia Non-Public Partner Directory and Fact Sheets, ©2024
 - <https://www.sde.idaho.gov/cert-psc/cert/pe-ape/files/general/Cognia-Non-Public-Partner-Directory.pdf>
- Western Association of Schools and Colleges (WASC)
 - <https://directory.acswasc.org/new/>
- Middle States Association Commissions on Elementary and Secondary Schools (MSA-CESS)
 - <https://msa-cess.org/membership-directory/?typ=main>
- New England Association of Schools and Colleges (NEASC)
 - <https://www.neasc.org/school-directory>
- Department of Defense Education Activity
 - <https://www.dodea.edu/find-your-school>