IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL

Idaho State Board of Education

Idaho State Department of Education

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Standards for Initial Certification of Professional School Personnel

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Idaho Standards for Initial Certification of Professional School Personnel Summary & Background

Overview of the past standards

The early standards for initial certification in Idaho were based on the 1989 National Association of State Directors of Teacher Education and Certification (NASDTEC) standards. These standards were "input-based", meaning a candidate was recommended for initial certification based on credits and content of courses successfully completed (transcript review).

> ***Example - Past (input-based) Standard Format, Biological Science:***
> Twenty (20) semester credit hours to include at least six (6) credit hours of course work in EACH of the following areas: Botany and Zoology (some course work in physiology is also recommended).

The standards were seriously outdated, and Idaho was in danger of losing its partnership with the National Council for Accreditation of Teacher Education (NCATE), which is the nationally recognized teacher education program accreditation body. In addition to being a benchmark for program quality, NCATE partnership helps Idaho program completers gain certification reciprocity opportunities with other states.

In 2000 Idaho adopted new standards based on the Interstate New Teacher Assessment and Support Consortium (INTASC) model. These standards reflected a move to "performance-based" outcomes, meaning a candidate is recommended for initial certification based on the demonstration of what they know and are able to do.

In 2012 a committee of education experts was convened to review and revise the Idaho Core Teacher Standards. After thoughtful consideration, the committee recommended adopting the newly revised InTASC Model Core Teaching Standards (April 2011) as published. No substantive changes were recommended by the committee. The committee did recommend a formatting change to the ten InTASC Model Core Teaching Standards to match the rest of the existing Idaho Standards for Initial Certification of Professional School Personnel.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Each proposed standard is broken down into two areas:

- Knowledge (what the candidate needs to know)
- Performance (what the candidate is able to do).

The performance, therefore, is the demonstration of the knowledge and dispositions of a standard. As the demonstration of a standard, the performances will also guide a teacher-education program review team when evaluating for program accreditation.

Revised Idaho Core Teacher Standards (InTASC 2011)

The "Idaho Core Teacher Standards" apply to **ALL** teacher certification areas. These are the 10 basic standards all teachers must know and be able to do, regardless of their specific content areas. These standards are described in more detail with knowledge and performances in the first section of this manual. The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning; Content; Instructional Practice; and Professional Responsibility. The summary of each standard is:

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

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

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

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

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

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

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

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

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly

the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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

Foundation and Enhancement Standards

The Core Teacher Standards apply to **ALL** teacher certification areas. The Foundations and/or Enhancements for each content certification area are behind the Core Standards in this manual, alphabetically.

Foundation and Enhancement Standards refer to additional knowledge and performances a teacher must know in order to teach a certain content area. The Foundation and Enhancement Standards, therefore, further "enhance" the Core Standard.

Example of content area Enhancements:

Standard #1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.
In other words, Core Standard #1 basically states that the teacher must know the subject and how to create meaningful learning experiences.

Examples an Enhancement to Standard #1:

For Language Arts:	The teacher integrates reading, writing, speaking, listening, viewing, and language study.
For Math:	The teacher applies the process of measurement to two-and three-dimensional objects using customary and metric units.

In this way, the Idaho Core Teacher Standards, Foundation Standards and Enhancement Standards are "layered" to describe what a teacher in the content area must know and be able to do in order to be recommended to the state for initial certification.

Important enhancements for several content areas do not fall under the ten Core Teacher Standards. For example, a science teacher must provide a safe learning environment in relation to labs, materials, equipment, and procedures. This does not fall under an area that **every** teacher needs to know. Therefore, it is Standard # 11 under Science. (See the graph for further illustration and titles of additional standards in subject areas.)

In no case are there more than 12 overall standards for any subject area.

Pupil Personnel and Administrator Certification Standards

There are several certification standards for pupil personnel professionals and school administrators that are also addressed through the Idaho teacher certification processes.

- School Administrators
- School Counselors
- School Nurses
- School Psychologists
- School Social Workers

Because of the unique role of these professionals, their standards are independent of the Core Standards but are still written in the same performance-based format: Knowledge and Performances.

The process of Idaho standards development and maintenance

The move to INTASC based standards was developed in 1999 and 2000 with task groups from around the state composed of a variety of Idaho education stakeholders including teachers, higher education representatives, parents, school administrators, business people, and others.

Each task group averaged 5-10 people, for a total of over 250 participants statewide.

Members of the Idaho's MOST Standards Committee formed by the State Board of Education and standards-writing Task Groups together have dedicated a total of over 4,000 volunteer hours on development of these standards.

The Professional Standards Commission (PSC) continuously reviews/revises 20% of the standards per year. The review process involves teams of content area experts from higher education and K-12 schools. The standards are then reviewed by the PSC and presented to the Idaho State Board of Education for approval. Once approved, they are reviewed by the State Legislature and become an incorporated by reference document in State Board Rule.

The Idaho Core Teacher Standards were revised in the spring of 2012 to align with the InTASC Model Core Teaching Standards (April 2011). Starting with the 2012-2013 standards review cycle, committees of education experts were convened to review and revise the content area standards according to both current national standards and the InTASC Model Core Teaching Standards (April 2011).

Idaho Core Teaching Standards

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Core Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim*

Core Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. This language has been adopted verbatim from the April 2011 InTASC Model Core Teaching Standards.

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

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

Knowledge

1. The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

2. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

3. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

4. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Performance

1. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

2. The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

3. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Disposition

1. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

2. The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

3. The teacher takes responsibility for promoting learners' growth and development.

4. The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

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

Knowledge

1. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

3. The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

4. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

5. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Performance

1. The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

3. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

4. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

5. The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

6. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Disposition

1. The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

3. The teacher makes learners feel valued and helps them learn to value each other.

4. The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

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

Knowledge

1. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

2. The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

4. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

5. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Performance

1. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

2. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

4. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

5. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

6. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

7. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

8. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Disposition

1. The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

2. The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3. The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

4. The teacher seeks to foster respectful communication among all members of the learning community.

5. The teacher is a thoughtful and responsive listener and observer.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

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

Knowledge

1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

2. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

3. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4. The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

5. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Performance

1. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

2. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

3. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

5. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

6. The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.

7. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

8. The teacher creates opportunities for students to learn, practice, and master academic language in their content.

9. The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Disposition

1. The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

2. The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

3. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4. The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

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

Knowledge

1. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

2. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

3. The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

4. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

6. The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

7. The teacher understands creative thinking processes and how to engage learners in producing original work.

8. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Performance

1. The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

2. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

3. The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

4. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5. The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

6. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

7. The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

8. The teacher develops and implements supports for learner literacy development across content areas.

Disposition

1. The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

2. The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

3. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

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

Knowledge

1. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

2. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

3. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

4. The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

5. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6. The teacher knows when and how to evaluate and report learner progress against standards.

7. The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Performance

1. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

2. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

3. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

4. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

5. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

7. The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

8. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

9. The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Disposition

1. The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

2. The teacher takes responsibility for aligning instruction and assessment with learning goals.

3. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

4. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

5. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

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

Knowledge

1. The teacher understands content and content standards and how these are organized in the curriculum.

2. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

3. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

4. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

5. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

6. The teacher knows when and how to adjust plans based on assessment information and learner responses.

7. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Performance

1. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

2. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

3. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

4. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

5. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media

specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

6. The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Disposition

1. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

2. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
3. The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

4. The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

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

Knowledge

1. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

2. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

3. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

4. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

5. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

6. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Performance

1. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

2. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

3. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

4. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

5. The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

6. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

7. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

9. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Disposition

1. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

2. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

3. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

4. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

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

Knowledge

1. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

2. The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

3. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

4. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

5. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Performance

1. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

2. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

3. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

4. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

5. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

6. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Disposition

1. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

2. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

3. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

4. The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

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

Knowledge

1. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

2. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

3. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

4. The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Performance

1. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

2. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

3. The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

4. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

5. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.

6. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

7. The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

8. The teacher uses and generates meaningful research on education issues and policies.

9. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

11. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Disposition

1. The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

2. The teacher respects families' beliefs, norms, and expectations and seeks to work

collaboratively with learners and families in setting and meeting challenging goals.

3. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

4. The teacher takes responsibility for contributing to and advancing the profession.

5. The teacher embraces the challenge of continuous improvement and change.

Standards for Bilingual Education and ENL (English as a New Language) Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Bilingual-ENL Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* *This language was written by a committee of content experts and has been adopted verbatim*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the evolution, research, and current federal and state legal mandates of bilingual and ENL education.

2. The teacher understands and knows how to identify differences and the implications for implementation in bilingual and ENL approaches and models.

3. The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.

4. (Bilingual only) The teacher possesses language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading and writing in English and the second target language necessary to facilitate learning in the content area(s) (Federal Requirement).

5. (ENL only) The teacher possesses the language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading, and writing, in English

necessary to facilitate learning of academic language in the content area(s) (Federal Requirement).

6. (Bilingual only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of both English and the second target language.

7. (ENL only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language.

Performance

1. (Bilingual only) The teacher is articulate~~s~~ in key linguistic structures and exposes students to the various registers, dialects, and idioms of English and the second target language.

2. (ENL only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.

3. The teacher uses knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.

4. The teacher demonstrates instructional strategies that an understanding of the variety of purposes that languages serve, distinguish between forms, functions, and contextual usage of social and academic language.

5. The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the processes of language acquisition and development, and the role that culture plays in students' educational experiences.

2. The teacher understands the advantages of bilingualism, biliteracy, and multiculturalism.

Performance

1. The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.

2. The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.

3. The teacher facilitates students' use of their primary language as a resource to promote academic learning and further development of the second language.

4. The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism.

Standard 3: Modifying Instruction for Individual Needs- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Knowledge

1. The teacher understands the nuances of culture in structuring academic experiences.

2. The teacher understands how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings).

3. The teacher understands there is a distinction between learning disabilities/giftedness and second language development.

4. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

Performance

1. The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.

2. The teacher utilizes strategies that advance accuracy in students' language production and socio-culturally appropriate usage with an understanding of how these are influenced by the first language.

3. The teacher collaborates with other area specialists to distinguish~~es~~ between issues of learning disabilities/giftedness and second language development.

4. The teacher provides appropriate accommodations that allow students to access academic content.

Standard 4: Multiple Instructional Strategies- The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.

2. The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

Performance

1. The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.

2. The teacher employs a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the influence of culture on student motivation and classroom management.

Performance

1. The teacher demonstrates a culturally responsive approach to classroom management.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

2. The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.

3. The teacher understands the extent of time and effort required for language acquisition.

Performance

1. The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.

2. The teacher uses active and interactive activities that promote proficiency in the four domains of language.

3. The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The teacher understands how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Performance

1. The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.

2. (Bilingual only) The teacher understands how to measure students' level of English language proficiency and second target language proficiency.

3. (ENL only) The teacher understands how to measure the level of English language proficiency.

4. The teacher understands the relationship and difference between levels of language proficiency and students' academic achievement.

5. The teacher is familiar with the state English language proficiency assessment.

6. The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.

7. The teacher understands appropriate accommodations for language learners being tested in the content areas.

8. The teacher understands how to use data to make informed decisions about program effectiveness.

Performance

1. The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.

2. The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.

3. The teacher uses a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.

4. The teacher uses appropriate accommodations for language learners being tested in the content areas.

5. The teacher uses data to make informed decisions about program effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the necessity of maintaining an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Performance

1. The teacher maintains an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.

2. The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners.

Performance

1. The teacher creates family and community partnerships that promote students' linguistic, academic, and social development.

2. The teacher collaborates with colleagues to promote opportunities for language learners.

3. The teacher assists other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.

GLOSSARY OF TERMS

ACTFL Proficiency Guidelines
A nationally developed and agreed upon set of descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

American Council of Teachers of Foreign Languages (ACTFL)
An organization for world language professionals of K-12 and higher education

Articulatory System
The mechanism by which the sounds of a language are produced.

Bilingual Education Program
An educational approach that uses two languages to promote academic success, bilingualism, biliteracy, and multiculturalism

Biliteracy
The ability to read and write in two languages

Code-switching

A change by a speaker or writer from one language or variety of language to another at the word, phrase, clause, or sentence level (TESOL, 2010)

English as a New Language (ENL)
Refers to the teaching of English to speakers of other languages

Inflectional Endings
Grammatical markers or suffixes used in standard conventional language production

Primary Language
An individual's most developed language.

Register
The usage of language in a particular social context

ADDITIONAL RESOURCES

National Clearinghouse for English Language Acquisition

www.ncela.gwu.edu

Center for Research on the Educational Achievement and Teaching of English Language Learners

www.cal.org/create

CREDE

www.crede.org

NABE

www.nabe.org

TESOL

www.tesol.org

CARLA

www.carla.umn.edu

REFERENCES

Teachers of English to Speakers of Other Languages, Inc. (2010). *TESOL/NCATE standards for the recognition of initial TESOL programs in P-12 ESL teacher education.* Alexandria, VA: Author.

Idaho Foundation Standards for Communication Arts Teachers

In addition to the standards listed here, communication arts teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Journalism Teachers or (2) Idaho Standards for Speech and Debate Teachers.

The following knowledge and performance statements for the Communication Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* *This language was written by a committee of content experts and has been adopted verbatim*

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands how values and ethics affect communication.

2. The teacher understands the importance of audience analysis and adaptation in differing communication contexts.

3. The teacher knows the components and processes of communication.

4. The teacher understands the interactive roles of perceptions and meaning.

5. The teacher understands how symbolism and language affect communication.

6. The teacher understands the role of organization in presenting concepts, ideas, and arguments.
7. The teacher knows methods and steps of problem solving in communication arts.

Performance

1. The teacher emphasizes to students the importance of values and ethics relevant to the communication process (e.g., speeches, interpersonal interactions, journalistic writing, and debate).

2. The teacher provides instruction and practice in conducting and applying research.

3. The teacher creates lessons that stress the importance of audience analysis and adaptation.

4. The teacher presents communication as a process consisting of integral components.

5. The teacher explains various methods of organization and their effects on the communication process.

Standard 2: Knowledge of Human Development and Learning- The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Standard 4: Multiple Instructional Strategies- The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Standard 5: Classroom Motivation and Management Skills- The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills- The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Standard 7: Instructional Planning Skills- The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning- The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

Idaho Standards for Journalism Teachers

In addition to the standards listed here, journalism teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

The following knowledge and performance statements for the journalism teacher standard are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher comprehends the fundamentals of journalistic style (e.g., news, feature, and editorial writing).

2. The teacher understands the elements of design and layout.

3. The teacher understands the purposes and elements of photojournalism (e.g., composition and processing).

4. The teacher understands the purposes, types, and rules of headline and caption writing.

5. The teacher possesses knowledge of interviewing skills.

6. The teacher knows how to organize and equip a production area.

7. The teacher knows how to organize and supervise a student staff (e.g., editors, writers, photographers, and business personnel).

8. The teacher knows how to adapt journalistic techniques to various media (e.g., radio, television, and the Internet).

9. The teacher understands advertising and finance.

10. The teacher knows the fundamentals of editing.

11. The teacher understands processes of effective critiquing.

12. The teacher understands journalistic law.

Performance

1. The teacher instructs students in the fundamentals of journalistic style.

2. The teacher presents and requires students to apply the techniques of design and layout.

3. The teacher integrates the purposes and elements of photojournalism into the production process.

4. The teacher instructs students in the purposes, types, and rules of headline and caption writing.

5. The teacher provides opportunities for students to practice and use interviewing skills.

6. The teacher teaches editing skills and provides opportunities for student practice.

7. The teacher provides opportunities for students to critique and evaluate student and professional work.

Standard 2: Knowledge of Human Development and Learning- The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Standard 4: Multiple Instructional Strategies- The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Standard 5: Classroom Motivation and Management Skills- The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills- The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Standard 7: Instructional Planning Skills- The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning- The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

Idaho Standards for Speech and Debate Teachers

In addition to the standards listed here, speech and debate teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

The following knowledge and performance statements for the speech and debate teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands the models of interpersonal communication.

2. The teacher knows the processes of hearing and listening.

3. The teacher knows the nature of conflict and conflict resolution strategies in the speech process.

4. The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, and problem solving).

5. The teacher understands rhetorical theories and practices.

6. The teacher understands types of public speaking (e.g., informative, persuasive, and ceremonial).

7. The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.

8. The teacher understands the necessity of adapting public speaking styles and skills to various media.

9. The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).

10. The teacher knows the theories and practices of argumentation.

11. The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, and fallacies).

12. The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, and debate).

13. The teacher knows how to identify and minimize communication anxiety.

Performance

1. The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, and conflict resolution).

2. The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.

3. The teacher provides opportunities for students to prepare, practice, and present various types of speeches.

4. The teacher provides instruction in presenting for various media.

5. The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, and competitive speaking).

6. The teacher provides opportunities for students to participate in debate and speaking events.

7. The teacher explains various methods of organization and their effects on the communication process.

8. The teacher provides strategies for minimizing communication anxiety.

Standard 2: Knowledge of Human Development and Learning- The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Standard 4: Multiple Instructional Strategies- The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Standard 5: Classroom Motivation and Management Skills- The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills- The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Standard 7: Instructional Planning Skills- The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning- The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

Idaho Standards for Blended Early Childhood Education/ Early Childhood Special Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Early Childhood Blended Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The characteristics of development and learning of young children are integrally linked and different from those of older children and adults. Thus, programs serving young children should be structured to support those unique developmental and learning characteristics. The early childhood educator will extend, adapt, and apply knowledge gained in the professional education core for the benefit of children from birth through grade three.

** This language was written by a committee of content experts and has been adopted verbatim*

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The educator knows how young children integrate domains of development (language, cognition, social-emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement).

2. The educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in NAEYC Licensure and DEC Personnel Standards.

3. The educator understands the process of self-regulation that assists young children to identify and cope with emotions.

4. The educator understands language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.

5. The educator understands the elements of play and how play assists children in learning.

6. The educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.

7. The educator understands that young children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.

8. The educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, and sleeping).

9. The educator understands the comprehensive nature of children's well being in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.

Performance

1. The educator demonstrates the application of theories and educational models in early childhood education and special education practices.

2. The educator applies fundamental knowledge of English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The educator knows that family systems are inextricably tied to child development.

2. The educator understands the typical and atypical development of infants' and young children's attachments and relationships with primary caregivers.

3. The educator understands how learning occurs and that young children's development influences learning and instructional decisions.

4. The educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

5. The educator understands the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.

Performance

1. The educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

2. The educator addresses the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The educator knows aspects of medical care for premature development, low birth weight, young children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.

2. The educator understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationships among the child, family, and their environments.

3. The educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.

4. The educator knows how to access information regarding specific children's needs and disability-related issues (e.g. medical, support, and service delivery).

Performance

1. The educator locates, uses, and shares information about the methods for the care of young children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, and transitions).

Performance

1. The educator uses developmentally appropriate methods to help young children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small

group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry and reflection experiences).

2. The educator uses instructional strategies that support both child-initiated and adult-directed activities.

***Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation*.**

Knowledge

1. The educator understands the importance of routines as a teaching strategy.

2. The educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in young children.

3. The educator understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning and plan implementation for children with disabilities.

4. The educator understands applied behavioral analysis and ethical considerations inherent in behavior management.

5. The educator understands crisis prevention and intervention practices.

6. The educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

Performance

1. The educator promotes opportunities for young children in natural and inclusive settings.

2. The educator embeds learning objectives within everyday routines and activities.

3. The educator creates an accessible learning environment, including the use of assistive technology.

4. The educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.

5. The educator creates an environment that encourages self-advocacy and increased independence.

6. The educator implements the least intrusive and intensive intervention consistent with the needs of children.

7. The educator conducts functional behavior assessments and develops positive behavior supports.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

Performance

1. The educator adjusts language and communication strategies for the developmental age and stage of the child.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The educator understands theory and research that reflect currently recommended professional practice for working with families and children (from birth through age 2, ages 3-5, and grades K-3).

Performance

1. The educator designs meaningful play experiences and integrated learning opportunities for development of young children.
2. The educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of the Individualized Education Programs (IEP).
3. The educator supports transitions for young children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, and primary programs).
4. The educator analyzes activities and tasks and uses procedures for determining and monitoring children's skill levels and progress.
5. The educator evaluates and links children's skill development to that of same age peers.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.
2. The educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and periodic observations and record keeping of children's everyday activities and performance.

3. The educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.

4. The educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

Performance

1. The educator assesses all developmental domains (e.g., social-emotional, fine and gross motor, cognition, communication, and self-help).

2. The educator implements services consistent with procedural safeguards in order to protect the rights and ensure the participation of families and children.

3. The educator collaborates with families and professionals involved in the assessment of children.

4. The educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The educator understands NAEYC Licensure and DEC Personnel Standards.

Performance

1. The educator practices behavior congruent with NAEYC Licensure and DEC Personnel Standards.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

Knowledge

1. The educator knows the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC) Code of Ethics.

2. The educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.

3. The educator knows community, state, and national resources available for young children and their families.

4. The educator understands the role and function of the service coordinator and related service professionals in assisting families of young children.

5. The educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).

6. The educator knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and programs as they relate to children with disabilities.

7. The educator understands how to effectively communicate and collaborate with children, parents/guardians, colleagues, and the community in a culturally responsive manner.

Performance

1. The educator practices behavior congruent with the NAEYC Code of Ethics and the Division for Early Childhood Code of Ethics. .

2. The educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, and community) to support the child's development and learning.

3. The educator identifies and accesses community, state, and national resources for young children and families.

4. The educator advocates for young children and their families.

5. The educator creates a manageable system to maintain all program and legal records for children.

6. The educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.

7. The educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

Idaho Standards for Elementary Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Elementary Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2. The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.

3. The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.

4. The teacher understands the fundamental concepts and the need to integrate STEM disciplines including physical, life, and earth and space **S**ciences, **T**echnology, **E**ngineering, and Mathematics as well as the applications of STEM disciplines to technology, personal and social perspectives, history, unifying concepts, and inquiry processes used in the discovery of new knowledge.

5. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data. The teacher understands the relationship between inquiry and the development of mathematical thinking and reasoning.

6. The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.

7. The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.

8. The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.

9. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.

10. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications. Further, the teacher understands its use in motivating students, building understanding, and encouraging application of knowledge, skills, and ideas to real life issues and future career applications.

11. The teacher understands the individual and interpersonal values of respect, caring, integrity, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.

Performance

1. The teacher models the appropriate and accurate use of language arts.

2. The teacher demonstrates competence in language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education. Through inquiry the teacher facilitates thinking and reasoning.

3. The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.

4. The teacher conceptualizes, develops, and implements a balanced curriculum that includes language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education.

5. Using his/her integrated knowledge of the curricula, the teacher motivates students, builds understanding, and encourages application of knowledge, skills, and ideas to real life issues, democratic citizenship, and future career applications.

6. The teacher models respect, integrity, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands that young children's and early adolescents' literacy and language development influence learning and instructional decisions.

2. The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning, and recognizes the role of inquiry and exploration in developing these abilities.

Performance

1. The teacher designs instruction and provides opportunities for students to learn through inquiry and exploration.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The teacher understands the necessity of appropriately and effectively collaborating with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.

2. The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive.

Performance

1. The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.

2. The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the importance of teaching and re-teaching classroom expectations.

2. The teacher recognizes the importance of positive behavioral supports and the need to use multiple levels of intervention to support and develop appropriate behavior.

Performance

1. The teacher consistently models and teaches classroom expectations.

2. The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate behavior.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Principle 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for English Language Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the English Language Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** These standards were aligned to the 2011 InTASC Model Core Teaching Standards and the 2012 NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts. The language was written by a committee of content experts and has been adopted verbatim.*

~~Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the disciplines and creates learning experiences that make these aspects of subject matter meaningful for students.~~

~~Knowledge~~

1. ~~The teacher understands that reading, writing, speaking, listening, viewing, and language study are interrelated.~~

2. ~~The teacher understands the elements of effective writing such as audience, purpose, organization, development, voice, coherence, emphasis, unity, and style.~~

3. ~~The teacher understands the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.~~

4. ~~The teacher understands a variety of literary and nonliterary forms (e.g., novels, plays, poetry, essays, technical writing, and film).~~

5. ~~The teacher understands how literature functions as artistic expression and as a reflection of human experience.~~

6. ~~The teacher understands the nature and conventions of multicultural literatures, literary devices, and methods of literary analysis and criticism.~~

7. ~~The teacher understands how culture and history influence literature, literary recognition, and curriculum selections.~~

8. ~~The teacher understands the social and historical implications of print and nonprint media.~~

9. ~~The teacher understands the history of the English language.~~

10. ~~The teacher understands how children learn language, the basic sound structure of the English language, semantics, syntax, and usage.~~

11. ~~The teacher understands reading as a developmental process.~~

12. ~~The teacher knows that writing is an act of discovery and a form of inquiry, reflection, and expression.~~

13. ~~The teacher understands that composition is a recursive process that includes brainstorming, drafting, revising, editing for correctness and clarity, and publishing; that the process will vary with the individual and the situation; and that learning to write is a developmental process.~~

14. ~~The teacher recognizes the student's need for authentic purposes, audiences, and forms of writing.~~

15. ~~The teacher understands the appropriate selection, evaluation, and use of primary and secondary sources in research processes.~~

~~Performance~~

1. ~~The teacher uses skills and knowledge congruent with current research on best practices for teaching reading and writing.~~

2. ~~The teacher integrates reading, writing, speaking, listening, viewing, and language study.~~

3. ~~The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically.~~

4. ~~The teacher instructs student on the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.~~

5. ~~The teacher reviews, interprets, evaluates, and selects content presented by print and nonprint media and models these processes for students.~~

6. ~~The teacher integrates information from traditional, technical, and electronic sources for critical analysis and evaluation by students.~~

7. ~~The teacher helps students with their understanding of a variety of literary and nonliterary forms and genres.~~

8. ~~The teacher presents social, cultural, and historical significance of a variety of texts and connects these to students' experiences.~~

9. ~~The teacher demonstrates the writing process as a recursive and developmental process.~~

~~Standard 2: Knowledge of Human Development and Learning -The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.~~

~~Knowledge~~

1. ~~The teacher understands the processes, developmental stages, and diverse ways of learning reading, writing, listening, viewing, and speaking.~~

~~Performance~~

1. ~~The teacher identifies levels of development in reading, writing, listening, viewing, and speaking and plans for developmental stages and diverse ways of learning.~~

2. ~~The teacher promotes and monitors growth in reading, writing, listening, viewing, and speaking for all ability levels.~~

~~Standard 3: Modifying Instruction for Individual Needs -- The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.~~

~~Standard 4: Multiple Instructional Strategies -The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.~~

~~Knowledge~~

1. ~~The teacher knows a variety of classroom strategies for improving fluency, comprehension, and critical thinking (e.g., strategies for discussion, peer editing, critical analysis and interpretation, inquiry, oral presentations, SSR, and brainstorming).~~

2. ~~The teacher understands reading comprehension strategies (e.g., organizing information, visualizing, making connections, using context clues, building background knowledge, predicting, paraphrasing, summarizing, questioning, drawing conclusions, synthesizing, and making inferences) for enabling students with a range of abilities to understand, respond to, and interpret what they read.~~

3. ~~The teacher is familiar with a variety of strategies for promoting student growth in writing.~~

~~Performance~~

1. ~~The teacher effectively uses comprehension strategies.~~

2. ~~The teacher incorporates a variety of analytical and theoretical approaches in teaching literature and composition.~~

3. ~~The teacher monitors and adjusts strategies in response to individual literacy levels.~~

4. ~~The teacher creates logical sequences for reading, writing, speaking, listening, viewing, and language study.~~

5. ~~The teacher uses students' creations and responses as part of the instructional program.~~

6. ~~The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically (e.g., engages students in discussion, inquiry, and evaluation).~~

7. ~~The teacher enriches and expands the students' language resources for adapting to diverse social, cultural, and workplace settings.~~

8. ~~The teacher provides opportunities for students to create authentic responses to cultural, societal, and workplace experiences.~~

~~Standard 5: Classroom Motivation and Management Skills- The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.~~

~~Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.~~

~~Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.~~

~~Standard 8: Assessment of Student Learning - Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.~~

~~Knowledge~~

1. ~~The teacher knows methods of assessing students' written and oral communication skills and reading performance (e.g., holistic, analytic, and primary trait scoring; portfolios of student work; projects; student self-assessment; peer assessment; journals; rubrics; reading response logs; reading inventories; reflective and formal writing; student/teacher-developed guidelines; exhibitions; oral and dramatic presentations; and the Idaho State Direct Writing Assessment).~~

~~Performance~~

1. ~~The teacher constructs and uses a variety of formal and informal assessments for reading, writing, speaking, listening, and viewing.~~

~~Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.~~

~~Performance~~

1. ~~The teacher engages in reading and writing for professional growth and satisfaction.~~

~~2. The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.~~

~~Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.~~

The Learner and Learning

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

Performance

1. Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning.

2. Candidates demonstrate knowledge about how adolescents read and make meaning of a wide range of texts (e.g. literature, poetry, informational text, and digital media).

3. Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.

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

Performance

1. Candidates demonstrate knowledge of theories and research needed to plan and implement instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

2. Candidates design and/or implement instruction that incorporates students' linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

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

Performance

1. Candidates use various types of data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA (e.g. workshops, project based learning, guided writing, Socratic seminars, literature circles etc.).

Content Knowledge

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

Performance

1. Candidates demonstrate knowledge and use print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

2. Candidates demonstrate knowledge and use the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they apply the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); they facilitate principles of language acquisition; they connect the influence of English language history on ELA content and its impact of language on society.

3. Candidates demonstrate knowledge and compose a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing involves strategic and recursive processes across multiple stages (e.g. planning, drafting, revising, editing, and publishing); candidates use contemporary technologies and/or digital media to compose multimodal discourse.

4. Candidates demonstrate knowledge and use strategies for acquiring and applying vocabulary knowledge to general academic and domain specific words as well as unknown terms important to comprehension (reading and listening) or expression (speaking and writing).

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

Performance

1. Candidates design and/or implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

2. Candidates design and/or implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

3. Candidates design and/or implement instruction related to a breadth and depth of texts, purposes, and complexities (e.g., literature, digital, visual, informative, argument, narrative, poetic) that lead to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.

4. Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.

Instructional Practice

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

Performance

1. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

2. Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.

3. Candidates design or knowledgeably select a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time.

4. Candidates differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments); candidates communicate with students about their performance in ways that actively involve students in their own learning.

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

Performance

1. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.

2. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

3. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

4. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

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

Performance

1. Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies and digital media., and knowledge about students' linguistic and cultural backgrounds.

Professional Responsibility

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

Performance

1. Candidates model literate and ethical practices in ELA teaching, and engage in a variety of experiences related to ELA and reflect on their own professional practices.

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

Performance

1. Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

Idaho Standards for Gifted and Talented Education ~~Teachers~~ Professionals

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Gifted and Talented Education ~~Teacher~~ Professionals Standards are widely recognized, but not all-encompassing or absolute indicators that ~~teacher~~ candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a ~~teacher~~ preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

The Idaho Standards for Gifted and Talented Education Professionals incorporate the National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC) Gifted Educator Preparation Standards (2014).

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, ~~their~~ his/her content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts in 2013, and has been adopted verbatim.*

~~Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.~~

~~Knowledge~~

1. ~~The teacher understands the rationale, history, philosophies, and definitions of gifted and talented education.~~

2. ~~The teacher understands the unique characteristics and needs of the gifted and talented student from early childhood through adulthood.~~

3. ~~The teacher knows the common misconceptions, myths, and stereotypes about gifted and talented students.~~

4. ~~The teacher knows the common controversial issues in gifted and talented education.~~

5. ~~The teacher understands the Idaho State Gifted and Talented Mandate (Code 33-2003) and the five mandated talent areas: specific academic, intellectual, creativity, leadership, and visual/performing arts.~~

6. ~~The teacher understands the components of a district plan for gifted and talented students, including philosophy, definitions, goals, program options, identification procedures, and evaluation, and how to develop a district plan for gifted and talented students.~~

7. ~~The teacher understands effective administration and evaluation of gifted and talented programs.~~

~~Performance~~

1. ~~The teacher educates colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.~~

2. ~~The teacher uses the district's plan for gifted and talented students to optimize educational opportunities for students.~~

3. ~~The teacher demonstrates the ability to effectively administer and evaluate gifted and talented programs.~~

~~Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.~~

~~Knowledge~~

1. ~~The teacher understands the social and emotional issues of gifted and talented students (e.g., perfectionism, underachievement, risk taking, and asynchronous development).~~

2. ~~The teacher understands the theories related to the highly sensitive nature of the gifted and talented student.~~

3. ~~The teacher understands the moral and ethical challenges of the gifted and talented student.~~

4. ~~The teacher understands the need for appropriate social and emotional counseling of gifted and talented students.~~

~~Performance~~

1. ~~The teacher identifies, evaluates, develops, and implements strategies to address the social and emotional needs of the gifted and talented student.~~

2. ~~The teacher identifies and evaluates resources to address the social and emotional development of the gifted and talented student.~~

~~Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.~~

~~Knowledge~~

1. ~~The teacher understands the exceptional needs of gifted and talented students from diverse populations (e.g., limited-English students, students with disabilities, very young children, and students from a particular culture).~~

~~Performance~~

1. ~~The teacher identifies and provides appropriate activities for the exceptional needs of gifted and talented students from diverse populations.~~

~~Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.~~

~~Knowledge~~

1. ~~The teacher understands the characteristics of highly creative and highly intellectual students.~~

2. ~~The teacher understands the definitions and theories of intelligence and creativity.~~

~~Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.~~

~~Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.~~

~~Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.~~

~~Knowledge~~

1. ~~The teacher understands a variety of curriculum models (e.g., Renzulli, Kaplan, and Tomlinson).~~
2. ~~The teacher understands instructional strategies appropriate for the gifted and talented student (e.g., curriculum compacting, flexible grouping, tiered assignments, and independent studies).~~
3. ~~The teacher understands curriculum design that includes content, process, product, and learning environments commensurate with the abilities of gifted and talented students.~~
4. ~~The teacher understands how to develop curriculum in the five mandated talent areas: specific academic, intellectual, creativity, leadership, and visual/performing arts.~~
5. ~~The teacher understands the array of program options and services available to gifted and talented students.~~

~~Performance~~

1. ~~The teacher implements a variety of gifted and talented curriculum models (e.g., Renzulli, Kaplan, and Tomlinson).~~
2. ~~The teacher implements instructional strategies appropriate for the gifted and talented student (e.g., curriculum compacting, flexible grouping, tiered assignments, and independent studies).~~
3. ~~The teacher designs curriculum that includes content, process, product, and learning environments commensurate with the abilities of gifted and talented students.~~
4. ~~The teacher develops curriculum for the five mandated talent areas: specific academic, intellectual, creativity, leadership, and visual/performing arts.~~
5. ~~The teacher identifies and implements extension and acceleration options for gifted and talented students.~~
6. ~~The teacher matches student needs with appropriate program options and services.~~

~~Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.~~

~~Knowledge~~

1. ~~The teacher understands the different types of formal and alternate assessment tools for the identification of gifted and talented students with diverse and exceptional needs (e.g., tests~~

~~that measure IQ, creativity, cognitive ability, achievement, aptitude, and ability in the five talent areas).~~

2. ~~The teacher understands the different types of informal assessment tools for the identification of gifted and talented students (e.g., teacher observations, anecdotal records, rating scales, referrals, checklists, rubrics, and portfolios).~~

~~Performance~~

1. ~~The teacher implements different types of formal and alternate assessment tools for the identification of gifted and talented students (e.g., tests that measure IQ, creativity, cognitive ability, achievement, aptitude, and ability in the five talent areas).~~
2. ~~The teacher implements informal assessment tools for the identification of gifted and talented students (e.g., teacher observations, anecdotal records, rating scales, referrals, checklists, rubrics, and portfolios).~~

~~Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.~~

~~Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.~~

~~Knowledge~~

1. ~~The teacher understands how to assist other teachers in adapting curriculum to meet the needs of the gifted and talented student.~~

~~Performance~~

1. ~~The teacher collaborates with colleagues in adapting curriculum to meet the needs of the gifted and talented student.~~
2. ~~The teacher educates parents, other family members, and teachers about the social and emotional needs and development of gifted and talented students.~~

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

Knowledge

1. Beginning gifted education professionals understand the variations in learning and development between and among individuals with exceptionalities.

2. Beginning gifted education professionals understand the social and emotional issues of individuals with gifts and talents (e.g., perfectionism, underachievement, risk taking, and asynchronous development).

3. Beginning gifted education professionals understand the theories related to the highly sensitive nature of individuals with gifts and talents.

4. Beginning gifted education professionals understand the moral and ethical challenges of individuals with gifts and talents.

5. Beginning gifted education professionals understand the need for appropriate social and emotional counseling of individuals with gifts and talents.

6. Beginning gifted education professionals understand the common misconceptions, myths and stereotypes about individuals with gifts and talents.

Performance

1. Beginning gifted education professionals demonstrate their knowledge of variations in learning and development between and among individuals with gifts and talents by creating meaningful and challenging learning experiences.

2. Beginning gifted education professionals identify, evaluate, develop, and implement strategies and resources to address the social and emotional needs of individuals with gifts and talents.

3. Beginning gifted education professionals engage students in learning opportunities that develop moral and ethical dispositions.

4. Beginning gifted education professionals advocate for individuals with gifts and talents by debunking common misconceptions, myths and stereotypes associated with giftedness.

Supporting Explanation for Standard 1:

From its roots, gifted educators have placed the learning needs of the individual at the center of gifted education instruction. Gifted educators have altered instructional variables to optimize learning for individuals with gifts and talents. Development of expertise begins with a thorough understanding of and respect for similarities and differences in all areas of human growth and

development. Like all educators, beginning gifted educators first respect individuals with gifts and talents within the context of human development and Individual learning differences. Not only do beginning gifted educators understand advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence, but they also understand how exceptionalities can interact with development and learning, and modify developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with gifts and talents.

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

Knowledge

1. Beginning gifted education professionals understand how language, culture, economic status, family background, age, gender, learning disabilities, and other disabilities can influence the learning of individuals with gifts and talents.

Performance

1. Beginning gifted education professionals identify and provide appropriate differentiated curriculum that targets individual students' needs with respect to an individual's high performing capabilities in intellectual, creative, specific academic, leadership areas, or ability in the performing or visual arts.

2. Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.

Supporting Explanation for Standard 2:

Beginning gifted educators understand the variation in characteristics between and among individuals with and without gifts and talents. They know exceptionalities can interact with multiple domains of human development to influence an individual's learning in school, community, and throughout life. Moreover, they understand that the beliefs, traditions, and values across and within cultures can influence relationships among and between students, their families, and the school community. Furthermore, these experiences of individuals with exceptionalities can influence the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Beginning gifted educators are active and resourceful in seeking to understand how primary language, culture, family, and learning disabilities interact with the individual's gifts and talents to influence academic and social abilities, attitudes, values, interests, and career and post-secondary options.

These learning differences and their interactions provide the foundation upon which beginning gifted educators differentiate instruction, create adaptations and instructional support in order to provide developmentally meaningful and challenging learning for individuals with exceptionalities.

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

Knowledge

1. Beginning gifted education professionals understand the elements of safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become active and effective learners and develop emotional well-being, positive social interactions, independence, and self-advocacy.

Performance

1. Beginning gifted education professionals collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful learning activities and social interactions. They take into account individual abilities and needs and develop emotional well-being, positive social interactions, independence, and self-advocacy.

2. Beginning gifted education professionals use communication and motivational and instructional interventions to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop leadership skills.

3. Beginning gifted education professionals match their communication methods to an individual's language proficiency and cultural and linguistic differences.

Supporting Explanation for Standard 3:

Like all educators, beginning gifted educators develop safe, inclusive, culturally responsive learning environments for all students. They also collaborate with colleagues in general education and other specialized environments that develop students' gifts and talents, engaging them in meaningful learning activities that enhance independence, interdependence, and positive peer-relationships.

Beginning gifted educators modify learning environments for individual needs. Knowledge regarding an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's gifts and talents guides the beginning gifted educator in modifying learning environments and providing for the maintenance and generalization of

acquired skills across environments and subjects. They match their communication methods to an individual's language proficiency and cultural and linguistic differences, avoiding discrimination and stereotyping.

Beginning gifted educators structure environments to encourage self-awareness, self-efficacy, self-direction, personal empowerment, leadership, and self-advocacy of individuals with gifts and talents and directly teach them to adapt to the expectations and demands of differing environments.

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

Knowledge

1. Beginning gifted education professionals understand the central concepts and structures of the disciplines and tools of inquiry related to the various academic content areas they teach or support.

Performance

1. Beginning gifted education professionals organize content knowledge, integrate cross – disciplinary skills, and develop meaningful learning progressions to help individuals with gifts and talents in academic subject matter and specialized content domains.

Supporting Explanation for Standards 4 & 5:

The professional knowledge base in general education has made clear that the educators' understanding of the central concepts and structures of the discipline and tools of inquiry related to the academic subject-matter content areas they teach makes a significant difference in student learning. There is good reason to generalize this conclusion to gifted educators.

Within the general curricula, beginning gifted educators demonstrate in their planning and teaching, a solid base of understanding of the theories, central concepts and principles, structures of the discipline, and tools of inquiry of the academic subject-matter content areas they teach so they are able to organize knowledge, integrate cross-disciplinary skills, develop meaningful learning progressions and collaborate with educators in:

- Using assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.

• Teaching the content of the general or specialized curriculum to individuals with gifts and talents across a wide range of advanced performance levels.

• Designing appropriate learning and performance modifications for individuals with gifts and talents in academic subject matter and specialized content domains that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.

Additionally, beginning gifted educators use a variety of specialized curricula to individualize meaningful and challenging learning for individuals with exceptionalities.

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

Knowledge

1. Beginning gifted education professionals understand general and specialized curriculum models to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels

2. Beginning gifted education professionals understand the responsibility of School Districts outlined in Idaho Code 33-2003, as well as the definition of Gifted/Talented Children defined in Idaho Code 33-2001-04 with respect to high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts.

Performance

1. Beginning gifted education professionals implement general and specialized curriculum to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.

2. Beginning gifted education professionals implement the components of Idaho Codes 33-2001-04 and 33-2003 with respect to individuals with high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts.

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

Knowledge

1. Beginning gifted education professionals understand the appropriate use and limitations of various types of assessments

2. Beginning gifted education professionals understand how to select and use technically sound formal and informal assessments that minimize bias.

Performance

1. Beginning gifted education professionals use pre-assessment and formative /summative assessments. They select, adapt, and create materials to differentiate strategies and create curricula that challenges and ensures growth of individuals with gifts and talents

2. Beginning gifted education professionals conduct and analyze formal and informal assessments of learning and achievement related to gifted and talented referral/nomination, identification, program planning, and other services for individuals with gifts and talents

3. Beginning gifted education professionals use assessment data to foster and document sustained growth over time of individuals with gifts and talents

4. Beginning gifted education professionals use various types of assessment data to collaborate with families and colleagues to assure appropriate, non-biased, and meaningful assessment to develop long- and short-range goals and objectives

5. Beginning gifted education professionals engage individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

Supporting Explanation for Standard 6:

Like all educators, beginning gifted educators understand measurement theory and practice for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Beginning gifted educators understand the policies and ethical principles of measurement and assessment related to gifted education referral/nomination, identification, planning, differentiated instruction, learning progress, and services for individuals with gifts and talents, including individuals from culturally and linguistically diverse backgrounds.

Beginning gifted educators understand the appropriate use and limitations of various types of assessments and collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making.

Beginning gifted educators select and use assessment information to support a wide variety of decisions within gifted education. They conduct formal and informal assessments of behavior, learning, achievement, and environments to differentiate the learning experiences and document the growth and development of individuals with gifts and talents. Moreover, they differentiate assessments to identify above level performances and to accelerate and enrich the general curriculum. Beginning gifted educators use available technologies routinely to support their

assessments and employ alternative assessments such as performance-based assessment, portfolios, and computer simulations.

Using these data, beginning gifted educators make multiple types of assessment decisions including strategic adaptations and modifications in response to an individuals' constellation of social, linguistic, and learning factors in ways to minimize bias. They also use the results of assessments to develop long-range instructional plans anchored in both general and specialized curricula, and they translate these plans into carefully selected shorter-range goals and objectives to differentiate instruction. Moreover, beginning gifted educators engage individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

Like their general education colleagues, beginning gifted educators regularly monitor the learning progress of individuals with gifts and talents in both general and specialized content and make instructional adjustments based on these data.

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

Knowledge

1. Beginning gifted education professionals understand the rationale, history, philosophies, theories, definitions, and models of gifted and talented education.

2. Beginning gifted education professionals know principles of evidence-based practice and possess a repertoire of instructional strategies to enhance critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.

3. Beginning gifted education professionals understand curriculum design that includes content, process, product, and learning environment to differentiate instruction to meet the needs of individuals with gifts and talents.

4. Beginning gifted education professionals understand how to develop curriculum in the five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

Performance

1. Beginning gifted education professionals select and utilize a repertoire of evidence-based curriculum and instructional strategies to advance the learning of individuals with gifts and talents.

2. Beginning gifted education professionals use technologies to support assessment, planning, and delivery of instruction for individuals with gifts and talents.

3. Beginning gifted education professionals collaborate with families and professional colleagues in selecting, adapting, and using evidence-based strategies to promote challenging learning opportunities in general and specialized curricula.

Supporting Explanation for Standard 7:

In the selection, development, and adaptation of learning experiences for individuals with gifts and talents, beginning gifted educators consider an individual's abilities, interests, learning environments and cultural and linguistic factors to promote positive learning results in general and special curricula. Understanding these factors and curriculum models, as well as the implications of being gifted and talented, guides the educator's development of scope and sequence plans; selection, adaptation and creation of learning activities; and use of differentiated evidence-based instructional strategies.

Moreover, beginning gifted educators facilitate these actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues, and personnel from other agencies as appropriate. They are familiar with alternative and augmentative communication systems and are comfortable using technologies to support language and communication, instructional planning and individualized instruction for individuals with exceptionalities.

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

Knowledge

1. Beginning gifted education professionals understand a variety of differentiated instructional strategies to advance individuals with gifts and talents.

Performance

1. Beginning gifted education professionals use and adapt a repertoire of evidence-based curriculum and instructional strategies to advance the learning of individuals with gifts and talents.

2. Beginning gifted education professionals use technologies to support instruction for individuals with gifts and talents

3. Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills leading individuals with gifts and talents to become creative and productive citizens.

4. Beginning gifted education professionals use curriculum design that includes content, process, product, and learning environment to address the needs of individuals with gifts and talents.

5. Beginning gifted education professionals develop and deliver curriculum in five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

Supporting Explanation for Standard 8:

Beginning gifted educators possess a repertoire of evidence-based strategies to differentiate and accelerate the curriculum for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance 21st Century student outcomes such as critical and creative thinking, problem solving, collaboration, and performance skills in specific domains and allow individuals with gifts and talents opportunities to explore, develop or research their areas of interest or talent. Beginning gifted educators also emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents.

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

Knowledge

1. Beginning gifted education professionals understand how foundational knowledge, perspectives, and current issues influence professional practice and the education and treatment of individuals with gifts and talents, both in school and society.

2. Beginning gifted education professionals are aware of their own professional development needs and understand the significance of lifelong learning.

Performance

1. Beginning gifted education professionals use foundational knowledge of the field and their professional Ethical Principles and Program Standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

2. Beginning gifted education professionals model respect for diversity, understanding that diversity is a part of families, cultures, and schools, and that complex human issues can interact with identification of individuals with gifts and talents and the delivery of gifted services.

3. Beginning gifted education professionals advance the gifted education profession through participation in professional activities, learning communities, advocacy, and mentoring.

Supporting Explanation for Standard 9:

Beginning gifted educators practice in multiple roles and complex situations across wide age and developmental ranges requiring ongoing attention to legal matters and serious consideration of professional and ethical issues. Ethical principles and Program Standards guide beginning gifted educators. These principles and standards provide benchmarks by which gifted educators practice and evaluate one another professionally.

Beginning gifted educators understand gifted education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, policies, and historical points of view that continue to influence the field of gifted education and the education of and services for individuals with gifts and talents and their families in both school and society. Beginning gifted educators understand how these factors influence professional practice including assessment, instructional planning, services, and program evaluation.

Beginning gifted educators are sensitive to the aspects of diversity relating to individuals with gifts and talents and their families, how human diversity can influence families, cultures, and schools, and how these complex issues can each interact with the delivery of gifted education services. Of special significance is the growth in the number and prevalence of English Language Learners (ELL) and the provision of effective gifted education services for ELL with exceptionalities and their families.

Beginning gifted educators also understand the relationships of the organization of gifted education services to the organization of schools, school systems, and education-related agencies within the country and cultures in which they practice. They are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice, and use this knowledge as a foundation to inform their own personal understandings and philosophies of special education.

Beginning gifted educators engage in professional activities and participate actively in professional learning communities that benefit individuals with gifts and talents, their families, colleagues, and their own professional growth. They view themselves as lifelong learners and regularly reflect on and adjust their practice, and develop and use personalized professional development plans. They plan and engage in activities that foster their professional growth and keep them current with evidence-based practices and know how to recognize their own skill limits and practice within them.

Moreover, educators of the gifted embrace their special role as advocate for individuals with gifts and talents. They promote and advocate for the learning and wellbeing of individuals with gifts and talents across settings and diverse learning experiences.

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

Knowledge

1. Beginning gifted education professionals understand the theory and elements of effective collaboration.

2. Beginning gifted education professionals understand the components of a district plan for individuals with gifts and talents, including philosophy, definitions, goals, program options, identification procedures, and evaluation; how to develop a district plan; and the array of program options and services available for individuals with gifts and talents.

3. Beginning gifted education professionals understand effective implementation and evaluation of gifted and talented programs.

Performance

1. Beginning gifted education professionals collaborate with families, other educators and related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.

2. Beginning gifted education professionals serve as a collaborative resource to colleagues.

3. Beginning gifted education professionals educate parents, other family members, and colleagues about the social and emotional needs and development of gifted and talented students.

4. Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings and collaborators.

5. Beginning gifted education professionals use a variety of technologies and techniques to facilitate learning and communication.

6. Beginning gifted education professionals educate colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.

7. Beginning gifted education professionals identify and implement extension and acceleration options for individuals with gifts and talents.

8. Beginning gifted education professionals match student needs with appropriate program options and services.

Supporting Explanation for Standard 10:

One of the significant changes in education over the past several decades is the rapid growth of collaborative educational teams to address the educational needs of students. The diversity of the students, complexity of curricular demands, growing influence of technology, and the rising targets for learner outcomes in the 21st century has created the demand for teams of educators collaborating together to ensure all students are effectively learning challenging curricula. Beginning gifted educators embrace their role as a resource to colleagues and use the theory and elements of collaboration across a wide range of contexts and collaborators.

They collaborate with their general education and other special education colleagues to create learning environments that meaningfully include individuals with gifts and talents, and that foster cultural understanding, safety and emotional wellbeing, positive social interactions, and active engagement. Additionally, beginning gifted educators use collaboration to facilitate differentiated assessment and instructional planning to advance learning of individuals with gifts and talents across a wide range of settings and different learning experiences. They routinely collaborate with other educators in developing mentorships, internships, and vocational programming experiences to address the needs of individuals with gifts and talents.

Gifted educators have long recognized the positive significance of the active involvement of individuals with gifts and talents and their families in the education process, and gifted educators involve individuals with gifts and talents and their families collaboratively in all aspects of the education of individuals with gifts and talents.

Glossary

General Curricula:

As used "general curricula," means the academic content of the general curricula including math, reading, English/language arts, science, social studies, and the arts.

Specialized Curricula:

As used "specialized curricula," means the content of specialized interventions or sets of interventions including but not limited to academic, strategic, communicative, social, emotional, and independent research curricula.

Special Education Services:

Special education services are personalized, i.e. individualized, services that appropriately credentialed gifted educators provide directly or indirectly to individuals with exceptionalities.

Individuals with Exceptionalities:

Individuals with exceptionalities include individuals with sensory, physical, emotional, social, cognitive differences, developmentally delays, exceptional gifts and talents; and individuals who are or have been abused or neglected; whose needs differ so as to require personalized special education services in addition to or in tandem with educational services available through general education programs and other human service delivery systems.

Instructional Strategies:

Instructional strategies as used throughout this document include interventions used in academic and specialized curricula.

Idaho Standards for Health Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Health Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* *This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught, and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands Elementary and Secondary methods for teaching health and the following content areas of health: fitness and personal health; health promotion and disease prevention; prevention and care of injuries; mental and emotional health; alcohol, tobacco, and other drugs; nutrition; relationships; growth, development, and family health; consumer health; health literacy; and community and environmental health.
2. The teacher understands the following health risk behaviors: tobacco, alcohol, and other drug use; sexual behaviors that result in human immunodeficiency virus (HIV) infection, other sexually transmitted diseases (STDs), and unplanned pregnancies; poor dietary behaviors; lack of or excessive physical activity; and behaviors that result in intentional injury. .
3. The teacher understands the relationship between health education content areas and youth risk behaviors.
4. The teacher understands the concepts and components of coordinated school health, an approach where partnerships are developed within the school and community (components of coordinated school health: school environment, health education, school meals and nutrition, physical education, health services, counseling and mental health services, staff wellness, and parent/community partnerships).
5. The teacher understands that health is multidimensional (e.g., physical, intellectual, emotional, social, cultural, spiritual, and environmental).

Performance

1. The teacher instructs students about increasing health-enhancing behaviors and about reducing health-risk behaviors.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands developmentally appropriate practices that motivate students to participate in health-enhancing behaviors.
2. The teacher knows strategies and techniques that develop positive health behavior changes in students.

Performance

1. The teacher motivates students to participate in positive health-enhancing behaviors inside and outside the school setting.
2. The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher understands student jargon and slang associated with high-risk behaviors.

Performance

1. The teacher identifies and defines student jargon and slang associated with high-risk behaviors and translates these terms into terms appropriate to the educational setting.

2. The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.

3. The teacher creates a respectful learning environment that is sensitive to controversial health issues.

4. The teacher applies techniques that aid in addressing sensitive issues (e.g., ground rules, question boxes, open-ended questions, and establishment of appropriate confidentiality).

5. The teacher demonstrates the ability to use interpersonal communication skills to enhance health.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands the differing community health values and practices.
2. The teacher understands how to access valid, appropriate health information and health-promoting products and services.
3. The teacher understands the influence of culture, media, technology, and other factors on health.

Performance

1. The teacher modifies instruction to reflect current health-related research and local health policies.
2. The teacher accesses valid, appropriate health information and health-promoting products and services.
3. The teacher analyzes the influence of culture, media, technology, and other factors on health.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher knows the laws and codes specific to health education and health services to minors.

Performance

1. The teacher uses appropriate intervention following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands methods of advocating for personal, family, and community health (e.g. letters to editor, community service projects, health fairs, and health races/walks).

Performance

1. The teacher demonstrates the ability to advocate for personal, family, and community health.

2. The teacher works collaboratively to assess resources and advocate for a coordinated school health education program.

~~Idaho Standards for Library Science Teachers~~

~~In addition to the standards listed here, library science teachers must meet Idaho Core Teacher Standards.~~

~~The following knowledge and performance statements for the library science teachers standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~The school library is a classroom that serves as the instructional center of the school and needs the expertise of a professionally trained teacher-librarian. Ideally, the teacher-librarian is an experienced classroom teacher with additional specialized training in the discipline of school librarianship.~~

~~** This language was written by a committee of content experts and has been adopted verbatim.*~~

~~Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.~~

~~Knowledge~~

1. ~~The teacher-librarian understands the documents and policies that promote intellectual freedom and freedom of expression.~~

2. ~~The teacher-librarian understands the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).~~

3. ~~The teacher-librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.~~

4. ~~The teacher-librarian possesses comprehensive knowledge of children's and young adult literature and their application to student learning.~~

~~Performance~~

1. ~~The teacher-librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.~~

2. ~~The teacher-librarian stimulates thought processes through the skillful use of questioning techniques and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, and presentation.~~

3. ~~The teacher-librarian models the ethical use and critical analysis of information, literature, and mass media, and interacts in these areas with students and staff.~~

4. ~~The teacher-librarian supports student and staff media productions (e.g., audio, video, scripting, material and information selection, and evaluation of presentations).~~

5. ~~The teacher-librarian uses professional publications that provide guidance in the selection of quality materials.~~

~~Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.~~

~~Knowledge~~

1. ~~The teacher-librarian understands how students construct and use knowledge through the process of resource selection, analysis and synthesis of information, and communication.~~

~~Performance~~

1. ~~The teacher-librarian models the integration of information skills across the curriculum.~~

2. ~~The teacher-librarian provides access to information from a variety of sources to enrich learning for students and staff.~~

3. ~~The teacher-librarian fosters an environment where each student is valued as an individual.~~

~~Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.~~

~~Performance~~

1. ~~The teacher-librarian identifies appropriate services, resources, and technology to meet diverse learning needs.~~

~~Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.~~

~~Knowledge~~

1. ~~The teacher-librarian knows how to determine the changes necessary in information access, facilities, and technologies in order to make services and materials available to students and staff.~~

~~Performance~~

1. ~~The teacher-librarian includes a variety of reading and information materials in instruction and prompts students through questioning skills to improve performance.~~

~~Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.~~

~~Knowledge~~

1. ~~The teacher-librarian understands the techniques to motivate students to develop a habit of lifelong reading.~~

~~Performance~~

1. ~~The teacher-librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.~~

2. ~~The teacher-librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.~~

3. ~~The teacher-librarian works to establish and maintain a positive climate in the school library.~~

4. ~~The teacher-librarian determines collection development needs using a variety of information sources (e.g., samples of student and teacher presentations, information requests, curricula, and current collection holdings).~~

~~Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.~~

~~Knowledge~~

1. ~~The teacher-librarian understands various communication and public relations strategies.~~

~~Performance~~

1. ~~The teacher-librarian collaborates with colleagues to enhance the learning environment through improved communication techniques.~~

2. ~~The teacher-librarian works with colleagues to empower students with effective communication techniques and strategies.~~

~~Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.~~

~~Knowledge~~

1. ~~The teacher-librarian understands the scope and sequence of curricula and how they interrelate.~~

~~Performance~~

1. ~~The teacher-librarian collaborates with other teachers as they create, implement, and evaluate lessons, and models the use of information tools to meet the developmental and individual needs of diverse students.~~

2. ~~The teacher-librarian works with students and staff to help them determine and locate appropriate materials to meet their individual needs.~~

3. ~~The teacher-librarian promotes appropriate use of relevant information and instruction technologies.~~

4. ~~The teacher-librarian uses appropriate print and/or electronic instructional resources to design learning experiences.~~

5. ~~The teacher-librarian maintains a library schedule that is flexible and accessible to individuals, small groups, and classes to enhance learning opportunities.~~

6. ~~The teacher-librarian develops the library materials collection to support the school's curriculum.~~

~~Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.~~

~~Performance~~

1. ~~The teacher-librarian continually assesses students' progress concerning their use of information and technology and their selection of reading materials.~~

~~Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.~~

~~Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.~~

~~Knowledge~~

1. ~~The teacher-librarian understands confidentiality issues related to library records.~~

~~Performance~~

1. ~~The teacher-librarian advocates for the school library program and the library profession.~~

2. ~~The teacher-librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.~~

3. ~~The teacher-librarian adheres to the legal and ethical tenets expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and the American Library Association (ALA) Code of Ethics.~~

~~Standard 11: Library Management - The teacher-librarian understands the need for efficient management of the library media center.~~

~~Knowledge~~

1. ~~The teacher-librarian understands the process of cataloging and classifying library materials using professional library standards (e.g., MARC, AACR2r, and bibliographic utilities).~~

2. ~~The teacher-librarian understands the process of automating and retrieving information.~~

3. ~~The teacher-librarian understands how to develop a balanced and organized print and non-print library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.~~

4. ~~The teacher-librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.~~

5. ~~The teacher-librarian understands the principles of basic budget planning and collection development (e.g., selection, processing, and discarding).~~

6. ~~The teacher-librarian understands the grant application process.~~

7. ~~The teacher-librarian understands how to develop and implement the school library mission, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school.~~

8. ~~The teacher-librarian understands how to integrate the information literacy standards for student learning into formal documents related to the school library program.~~

~~Performance~~

1. ~~The teacher-librarian administers and trains staff to ensure an effective school library program.~~

2. ~~The teacher-librarian demonstrates the ability to plan and budget resources in a fiscally responsible manner.~~

3. ~~The teacher-librarian provides leadership in the development and implementation of library policies that expand appropriate access to information.~~

~~4. The teacher-librarian participates in decision-making groups to continually improve library services (e.g., building and district technology councils, curriculum councils, and site-based decision-making teams).~~

Idaho Standards for Literacy Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Literacy Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the ~~Common Core State~~ Idaho Content Standards.

* This language was written by a committee of content experts and has been adopted verbatim.

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

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the ~~Common Core State~~ Idaho Content Standards

Performance

1. Demonstrate knowledge of developmental progressions for reading and writing and how these interface with assessment and instruction to meet diverse needs of students.

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

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the ~~Common Core State~~ Idaho Content Standards Performance

Performance

1. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.

2. Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle to acquire literacy skills and strategies.

3. Provide students with linguistic, academic, and cultural experiences that link their communities with the school.
4. Adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to acquire literacy skills and strategies.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the ~~Common Core State~~ Idaho Content Standards Performance

Performance
1. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.
2. Modify the arrangements to accommodate students' changing needs.
3. Create supportive social environments for all students, especially those who struggle to acquire literacy skills and strategies
4. Create supportive environments where English learners are encouraged and given many opportunities to use English.
5. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.
6. Create effective routines for all students, especially those who struggle to acquire literacy skills and strategies.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the ~~Common Core State~~ Idaho Content Standards Performance

Performance
1. Interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.

2. Analyzes classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).
3. Reads and understands the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).
4. Demonstrates knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.
5. Demonstrates knowledge of variables of text complexity and use them in the analysis of classroom materials.
6. Demonstrates knowledge of literacy skills and strategies demanded for online reading, comprehension and research.
7. Demonstrates knowledge of the key concepts of literacy components and their interconnections as delineated in the ~~Common Core State~~ Idaho Content Standards to include, but may not be limited to; Reading (Reading for Literature , Reading for Informational text, and Reading Foundational Skills) based on grade level appropriateness and developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the ~~Common Core State~~ Idaho Content Standards

Performance

Knowledge
1. Understands how literacy (reading and writing) occurs across all subject disciplines

Performance
1. Plans instruction addressing content area literacy according to local, state, and/or national standards.
2. Uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues
3. Incorporates all aspects of literacy across content areas for instructional planning.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the ~~Common Core State~~ Idaho Content Standards

Performance

1. Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.
2. Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
3. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).
4. Explain district and state assessment frameworks, proficiency standards, and student benchmarks.
5. Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.
6. Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.
7. Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.
8. Demonstrate the ability to communicate results of assessments to teachers and parents.

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

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the ~~Common Core State~~ Idaho Content Standards

Performance

1. Demonstrate an understanding of the research and literature that undergirds literacy instruction for all pre-K–12 students including the range of text types recommended by the ~~Common Core State~~ Idaho Content Standards.
2. Develop and implement the curriculum to meet the specific needs of students who struggle with reading literacy.
3. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.
4. Develop instruction anchored in the concepts of text complexity that is developmentally appropriate, with special attention to struggling literacy learners and diverse learners.
5. Develop instruction that includes rich and diverse experiences in digital environments to help all learners, especially struggling readers/writers, to be successful in New Literacies.

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

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the ~~Common Core State~~ Idaho Content Standards

Performance

1. Selects and modifies instructional strategies, approaches, and routines based on professional literature and research.
2. Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.
3. As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.
4. Use a variety of grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

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

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the ~~Common Core State~~ Idaho Content Standards Performance

Performance

1. Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.
2. Demonstrate effective use of technology for improving student learning.

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

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the ~~Common Core State~~ Idaho Content Standards Performance

Performance

1. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators.
2. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.
3. Collaborate with others to build strong home-to-school and school-to-home literacy connections.

Idaho Standards for Mathematics Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Mathematics Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of mathematics meaningful for learners.

Knowledge

1. The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.

2. The teacher understands concepts of algebra.

3. The teacher understands the major concepts of geometry (Euclidean and non- Euclidean) and trigonometry.

4. The teacher understands basic concepts of number theory and number systems.

5. The teacher understands concepts of measurement.

6. The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.

7. The teacher understands the techniques and applications of statistics, data analysis, and probability (e.g., random variable and distribution functions).

8. The teacher knows how to effectively evaluate the legitimacy of alternative algorithms.

9. The teacher understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do mathematics.

Performance

1. The teacher incorporates the historical perspective and current development of mathematics in teaching students.

2. The teacher applies appropriate and correct mathematical concepts in creating learning experiences.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn mathematics and develop mathematical thinking, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher knows how to make use of students' mathematical development, knowledge, understandings, interests, and experiences.

2. The teacher knows how to plan learning activities that respect and value students' ideas, ways of thinking, and mathematical dispositions.

Performance

1. The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.

2. The teacher plans and delivers learning activities that respect and value students' ideas, ways of thinking, and promote positive mathematical dispositions.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning mathematics and creates instructional opportunities that are adapted to learners with diverse needs.

Knowledge

1. The teacher knows how to create tasks at a variety of levels of mathematical development, knowledge, understanding, and experience.

Performance

1. The teacher assists students in learning sound and significant mathematics and in developing a positive disposition toward mathematics by adapting and changing activities as needed.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher knows how to formulate or access tasks that elicit students' use of mathematical reasoning and problem-solving strategies.

2. The teacher knows a variety of instructional strategies for investigating and understanding mathematics including problem-solving approaches.

3. The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.

4. The teacher knows how to frame mathematical questions and conjectures.

5. The teacher knows how to make mathematical language meaningful to students.

6. The teacher understands inquiry-based learning in mathematics.

7. The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).

8. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software)

Performance

1. The teacher formulates or accesses tasks that elicit students' use of mathematical reasoning and problem-solving strategies.

2. The teacher uses a variety of instructional strategies to support students in investigating and understanding mathematics, including problem-solving approaches.

3. The teacher uses and involves students in both formal proofs and intuitive, informal exploration.

4. The teacher uses a variety of instructional strategies to develop~~s~~ students' use of standard mathematical terms, notations, and symbols.

5. The teacher uses and encourages the students to use a variety of representations to communicate~~s~~ mathematically.

6. The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses and processes, and use appropriate mathematical representations.

7. The teacher uses and involves students in the appropriate use of technology to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster mathematical inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The teacher knows and uses appropriate mathematical vocabulary/terminology.

Performance

1. The teacher encourages students to use appropriate mathematical vocabulary/terminology.

2. The teacher fosters mathematical discourse.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher knows how to assess students' mathematical reasoning.

Performance

1. The teacher assesses students' mathematical reasoning.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Connections among Mathematical Ideas - The teacher understands significant connections among mathematical ideas and the application of those ideas within mathematics, as well as to other disciplines.

Knowledge

1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.

2. The teacher understands the interconnectedness between strands of mathematics.

3. The teacher understands a variety of real-world applications of mathematics.

Performance

1. The teacher uses and encourages students to use mathematical applications to solve problems in realistic situations from other fields (e.g. natural science, social science, business, and engineering).

2. The teacher encourages students to identify connections between mathematical strands.

3. The teacher uses and encourages students to use mathematics to identify and describe patterns, relationships, concepts, processes, and real-life constructs.

Idaho Standards for Online Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the K-12 Online Teacher Standards are widely recognized, but not all-encompassing or absolute indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The characteristics of online instruction can be vastly different from teaching in traditional face-to-face environments. Online schools and programs serving K-12 students should be structured to support the unique needs of students and teachers in online environments. The Online Teacher Standards are aligned to the Idaho Core Teacher Standards. These standards reflect the principles of Universal Design related to technology. (Universal design is ``the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design'.)

* *This language was written by a committee of content experts and has been adopted verbatim.*

Standard #1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.

Knowledge

1. The online teacher understands the current standards for best practices in online teaching and learning.

2. The online teacher understands the role of online teaching in preparing students for the global community of the future.

3. The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.

4. The online teacher understands the relationship between online education and other subject areas and real life situations.

5. The online teacher understands the relationship between online teaching and advancing technologies.

6. The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.

7. The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).

Performance

1. The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.

2. The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).

3. The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).

4. The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).

5. The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.

6. The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.

Standard #2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance

1. The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).

2. The online teacher uses communication technologies to alter learning strategies and skills (e.g., Media Literacy, visual literacy).

3. The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.

4. The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g.Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g.Identity Formation, Community Formation, Autonomy); Emotional (e.g.Isolation, cyber-bullying); Moral (i.e Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.

Standard #3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Knowledge

1. The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.

Performance

1. The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.

2. The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).

3. The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).

Standard #4: Multiple Instructional Strategies - The online teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).

2. The online teacher understands appropriate uses of learning and/or content management systems for student learning.

Performance

1. The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).

2. The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)

3. The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).

Standard #5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Performance

1. The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).

2. The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).

3. The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).

Standard #6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The online teacher knows the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.

Performance

1. The online teacher is a thoughtful and responsive communicator.

2. The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).

3. The online teacher demonstrates the ability to communicate effectively using a variety of mediums.

4. The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).

Standard #7: Instructional Planning Skills - The online teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Performance

1. The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.

2. The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.

3. The online teacher designs and develops subject-specific online content.

4. The online teacher uses multiple forms of media to design course content.

5. The online teacher designs course content to facilitate interaction and discussion.

6. The online teacher designs course content that complies with intellectual property rights and fair use standards.

Standard #8: Assessment of Student Learning - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

1. The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

2. The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.

Standard #9: Professional Commitment and Responsibility - The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of online teaching.

Knowledge

1. The online teacher understands the need for professional activity and collaboration beyond school (e.g. professional learning communities).

2. The online teacher knows how educational standards and curriculum align with 21st century skills.

Performance

1. The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP's).

2. The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.

3. The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.

Standard #10: Partnerships - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

Idaho Standards for Physical Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Physical Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands the components of physical fitness and their relationship to a healthy lifestyle.
2. The teacher understands the sequencing of motor skills (K-12).
3. The teacher understands human anatomy and physiology (structure and function), exercise physiology, and bio-mechanical principles
4. The teacher knows the appropriate rules, etiquette, instructional cues, and skills for physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).
5. The teacher understands that daily physical provides opportunities for enjoyment, challenge, self-expression, and social interaction.
6. The teacher understands Adaptive Physical Education and how to work with students with special and diverse needs (e.g., various physical abilities and limitations, culture, and gender).
7. The teacher understands technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system).

Performance

1. The teacher instructs students about disciplinary concepts and principles related to physical activities, fitness, and movement expression.

2. The teacher instructs students in the rules, skills, and strategies of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

3. The teacher models a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

4. The teacher models the use of technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system, and computer software).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance

1. The teacher assesses the individual physical activity, movement, and fitness levels of students and makes developmentally appropriate adaptations to instruction.

2. The teacher promotes physical activities that contribute to good health.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Performance

1. The teacher provides opportunities that incorporate individual variations in movement to help students gain physical competence and confidence.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education settings.

2. The teacher knows strategies to help students become self-motivated in physical education.

3. The teacher understands that individual performance is affected by anxiety.

4. The teacher understands principles of effective management in indoor and outdoor movement settings.

Performance

1. The teacher implements strategies, lessons, and activities to promote positive peer relationships (e.g., mutual respect, support, safety, sportsmanship, and cooperation).

2. The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.

3. The teacher utilizes principles of effective management in indoor and outdoor movement settings. .

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The teacher knows a variety of management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.

2. The teacher knows how to expand the curriculum through the use of community resources (e.g., golf courses, climbing walls, YMCA, and service organizations).

Performance

1. The teacher uses and assesses management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher knows how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

Performance

1. The teacher uses a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher knows how his/her personal physical fitness and activity levels may impact teaching and student motivation.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Safety - The teacher provides for a safe physical education learning environment.

Knowledge

1. The teacher understands the inherent dangers involved in physical education activities.

2. The teacher understands the need to consider safety when planning and providing instruction.

3. The teacher understands the factors that influence safety in physical education activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).

4. The teacher understands the level of supervision required for the health and safety of all students in all locations (e.g., teaching areas, locker rooms, and travel to off-campus activities).

5. The teacher understands school policies regarding student injury and medical treatment.

6. The teacher understands the steps for providing appropriate treatment for injuries occurring in physical education activities.

7. The teacher understands the appropriate steps when responding to safety situations.

8. The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Performance

1. The teacher identifies, monitors, and documents safety issues when planning and implementing instruction to ensure a safe learning environment.

2. The teacher informs students of the risks associated with physical education activities.

3. The teacher instructs students in appropriate safety procedures for physical education activities and corrects inappropriate actions.

4. The teacher identifies and corrects potential hazards in physical education facilities, grounds, and equipment.

5. The teacher identifies and follows the steps for providing appropriate treatment for injuries occurring in physical education activities.

6. The teacher identifies safety situations and responds appropriately.

7. The teacher maintains CPR and first aid certification.

Pre-Service Technology Standards

All teacher candidates are expected to meet the Idaho Core Teacher Standards as well as the pre-service technology standards. Each candidate shall also meet the Foundation and Enhancement standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the pre-service technology standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards and competencies. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the competencies. These competencies reflect the principles of Universal Design related to technology. (Universal design is defined as: the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design)

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions in which pre-service teachers design, develop, and evaluate technology-based learning experiences and assessments to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the National Educational Technology Standards (NETS)•for Teachers.

* *This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, types of and uses of technology and creates learning experiences that make technology meaningful for learners.

Knowledge

1. Awareness of use types and usage of technology tools (i.e. 21st Century Skills; hardware; software; web-based; mobile technology).

2. Pre-service teachers understand the central concepts of technology and current standards for best practice in preparing students for the global community of the future.

3. Pre-service teachers understand how students learn and develop, and provide opportunities that support their intellectual, social, and personal development.

4. Promoting designs that engage all students of all abilities is sometimes referred to as promoting "Universal Design".

5. Pre-service teachers understand how students differ in their approaches to learning and how to adapt for learners with diverse needs.

6. Pre-service teachers understand how students use collaborative tools to reflect on and clarify their own thinking, planning, and creativity.

7. Pre-service teachers understand the legal and ethical use of digital information and technology, including digital etiquette and responsible social interactions.

8. Pre-service teachers understand how to use and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

9. Pre-service teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community.

10. Pre-service teachers understand the importance of reflective practice.

11. Pre-service teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

12. Pre-service teachers understand how technology supports cultural diversity and collaboration.

Target: Knowledge competency test through a basic skills test (i.e. Cbest or PPST I for Technology Basic Competency Skills)

Performance

1. All performance indicators included with individual standards.

Note: These links provide some examples of artifacts collected in current intro to edtech and teacher pre-service programs. However, they do not necessarily demonstrate the level of exposure and knowledge we would expect of future teachers.

1. https://sites.google.com/a/boisestate.edu/barbara-schroeder/Home
2. http://lesson.taskstream.com/lessonbuilder/v.asp?LID=uffph8erc0hfzozu
3. https://sites.google.com/a/u.boisestate.edu/browning-portfolio/home
4. https://sites.google.com/a/u.boisestate.edu/sylvia-portfolio/

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance

1. Pre-service teachers customize and personalize learning activities with technology that include accessible instructional materials and technologies to support the learning styles, work strategies, abilities, and developmental levels of all students.

Suggested Artifact(s)

- Lesson plan or unit development
- *Target: Practicum where lesson/unit is implemented and evaluated.*

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that support their intellectual, social and personal development.

Performance

1. Pre-service teachers create digital-age media and formats ensuring equal access for people of all capabilities.

2. Pre-service teachers address the diverse needs of all students by using learner-centered strategies and providing equitable access to appropriate digital tools and resources including hardware, accessible instructional materials, and online resources.

Suggested Artifact(s)

- Development of digital materials using principles of Universal Design for Learning.
- Demonstration of knowledge through product development.
- "Accessibility Features on My Computer" discussion forum.
- Virtual practicum demonstrating learner-centered strategies (i.e., Second Life).
- Assistive Technology blog post.
- Accessibility resource list.
- *Target: Practicum where lesson/unit is implemented and evaluated.*

Standard # 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

1. Pre-service teachers model and facilitate effective use of current and emerging digital tools, to locate, analyze, evaluate, and use information resources which will aid in the dissemination of content and support individual learning strategies.

2. Pre-service teachers promote student learning and creativity by creating learning experiences that include students' use of technology tools to research and collect information online and to create a report, presentation, or other products.

3. Pre-service teachers use technology to promote student reflection to clarify their own critical thinking, planning, and creativity.

4. Pre-service teachers understand and use a variety of instructional strategies and communication techniques to develop students' critical thinking, problem solving, and performance skills.

Suggested Artifact(s)

- Web site or Internet WebQuest.

- *Target: Practicum where lesson/unit is implemented and evaluated.*

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation in a digital age.

Performance

1. Pre-service selects and demonstrates the use of technology resources that enables students to explore questions and issues of individual interest and to plan, manage, and assess their own learning.

2. Pre-service teachers develop technology enriched learning that enables all students to pursue their individual curiosities and become active participants in learning.

3. Pre-service teachers engage students in researching real-world problems and issues and evaluating diverse solutions using digital tools and resources.

Suggested Artifact(s)

- Create a WebQuest
- *Target: Pre-service collects and shares student created artifacts that demonstrate learning with technology using individual initiative and interest.*

Standard #6: Communication Skills - The teacher uses a variety of digital communication tools and strategies to foster inquiry, collaboration and supportive interaction in and beyond the classroom.

Performance

1. Pre-service teachers communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media (i.e. asynchronous and synchronous tools).

2. Pre-service teachers promote and model digital etiquette and responsible social interactions.

Suggested Artifact(s)

- Web site or web page communicating information about their lesson or course.
- Email communications.
- Online communications using digital tools like Web conferencing, chat or Skype.
- Letter to parents created using word processing technology.
- Set of rules developed through consensus using digital collaboration tools.
- Demonstrated participation in a social work (i.e., join a network, participate, take a screenshot of participation and share).
- *Target: Evidence of asynchronous and synchronous communications with peers, parents and students.*

Standard #7: Instructional Planning Skills - The teacher plans, prepares instruction, and integrates technology into instructional planning based upon knowledge of subject matter, students, the community, and curriculum goals.

Performance

1. Pre-service teachers plan and prepare instruction utilizing a variety of technology tools.

2. Pre-service teachers demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

Suggested Artifact(s)

- Sample lesson plan that demonstrates how technology can be integrated into content area instruction (see *Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators*, 2008 - Chapter 11, Guiding Pre-service Teachers in TPCK).
- Demonstrated use of emerging or innovative technology for learning.
- Research emerging (not widely available) technology and analyze its potential impact on and implementation in the classroom.
- *Target: Practicum where lesson/unit integrating technology into instruction is implemented, observed (live or digitally recorded) and evaluated.*

Standard #8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

1. Pre-service teachers assess student's use of technology.

2. Pre-service teachers use technology to formally and informally assess student learning (i.e. polling, proctored test, ISAT).

3. Pre-service teachers use technology to gather and interpret assessment data to inform teaching practice and program effectiveness.

Suggested Artifact(s)

- Sample of student work assessed by candidate (i.e., Rubric created with Rubistar (or other electronic rubric creation tool).
- Electronic quiz.
- Poll created in Web Conferencing tool.
- Poll conducted using clickers.
- Electronic gradebook (spreadsheet), run basic statistics, interpretation of the data.
- *Target: Pretest, lesson, postest, analysis, interpretation, and lesson revision based on data.*

Standard #9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching, including the ethical, legal and responsible use of technology.

Performance

1. Pre-service teachers evaluate and reflect on current technology for learning research and professional practice to inform teaching practice.

2. Pre-service teachers promote the effective use of digital tools and resources.

3. Pre-service teachers promote and model digital citizenship and responsibility (i.e., digital literacy, information literacy, copyright, privacy, legal)

4. Pre-service teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, analysis, creativity, and innovation in both face-to-face and virtual environments.

5. Pre-service teachers advocate and teach safe, legal, and ethical use of digital information and technology modeling acceptable use policies including respect for copyright, intellectual property, the appropriate documentation of sources, and strategies for addressing threats to security of technology systems, data, and information.

Suggested Artifact(s)

- Join a network devoted to technology using teachers like classroom 2.0
- Be an active member of a professional learning network
- Offer an Internet Ethics Resource for community members
- Write a letter convincing the school board to remove blocks from Internet usage at your school
- Role play scenario for social networking arguing for and against advantages/disadvantages
- View a school's acceptable use policy - demonstrate understanding
- *Target: Practicum where lesson/unit is implemented and evaluated.*

Standard 10: Community and Partnerships - The teacher interacts in an innovative professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being. Models digital-age work and exhibits knowledge, skills, and abilities that are representative of a global and digital society.

Performance

1. Pre-service teachers collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation by sharing information and supporting creativity, innovation, and improved learning outcomes.

2. Pre-service teachers *promote opportunities for students of all capabilities* to engage with other students, colleagues, and community members in either face-to-face or virtual environments (i.e., collaborative knowledge construction, participatory culture).

3. Pre-service teachers participate in and use local and global learning communities to explore creative applications of technology to improve student learning.

4. Pre-service teachers provide opportunities for students to apply communications technology resources to interact with students or experts from other communities and other countries.

Suggested Artifact(s)

- Be an active member of a professional learning network
- Create own network for learning or join with other classrooms (i.e. epal; iearn; globalschool.net; jason project; go north; NASA)
- Develop lesson that uses one of the social networks
- Use web conferencing to view a class using technology in action; create a list of items you want to integrate into teaching; reflect and incorporate practices learned into teaching.
- Offer an Internet Ethics Resource for community members
- *Target: Practicum where lesson/unit integrating community and partnership is implemented and evaluated.*

Idaho Foundation Standards for Professional-Technical Teachers

In addition to the standards listed here, professional-technical teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Agricultural Science and Technology Teachers, (2) Idaho Standards for Business Technology Teachers, (3) Idaho Standards for Family and Consumer Sciences Teachers, (4) Idaho Standards for Marketing Technology Teachers, or (5) Idaho Standards for Technology Education Teachers. Occupationally-certified teachers must meet these foundation standards for Professional-Technical teachers.

The following knowledge and performance statements for the professional-technical teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught, and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.

2. The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.

3. The teacher understands industry logistics, technical terminologies, and procedures for the occupational area.

4. The teacher understands industry trends and labor market needs.

5. The teacher understands workplace leadership models.

6. The teacher understands the philosophical principles and the practices of professional-technical education.

7. The teacher understands the importance of student leadership qualities in technical program areas.

Performance

1. The teacher maintains current technical skills and seeks continual improvement.

2. The teacher demonstrates specific occupational skills necessary for employment.

3. The teacher uses current terminology, industry logistics, and procedures for the occupational area.

4. The teacher incorporates and promotes leadership skills in state-approved Professional-Technical Student Organizations (PTSO).

5. The teacher writes and evaluates occupational objectives and competencies.

6. The teacher uses a variety of technical instructional resources.

7. The teacher assesses the occupational needs of the community.

8. The teacher facilitates experiences designed to develop skills for successful employment.

9. The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher understands the entry-level skills in the occupation.

2. The teacher understands workplace culture and ethics.

3. The teacher understands how to provide students with realistic occupational and/or work experiences.

4. The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.

5. The teacher understands how occupational trends and issues affect the workplace.

6. The teacher understands how to integrate academic skills into technical content areas.

7. The teacher understands the role of innovation and entrepreneurship in the workplace.

8. The teacher understands integration of leadership training, community involvement, and personal growth into instructional strategies.

Performance

1. The teacher models appropriate workplace practices and ethics.

2. The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.

3. The teacher integrates academic skills appropriate for each occupational area.

4. The teacher uses simulated and/or authentic occupational applications of course content.

5. The teacher uses experts from business, industry, and government as appropriate for the content area.

6. The teacher develops a scope and sequence of instruction related to the students' prior knowledge and that aligns with articulation requirements and course competencies.

7. The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.

8. The teacher discusses innovation and the entrepreneurial role in the workforce and incorporates them where possible.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The teacher recognizes the scope and sequence of content and PTSOs across secondary and postsecondary technical curricula.

2. The teacher knows how to identify community and industry expectations and access resources.

Performance

1. The teacher designs instruction that aligns with secondary and postsecondary curricula that develops technical competencies.

2. The teacher designs instruction to meet community and industry expectations.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher knows how to use information about a student's progress, including assessments, to evaluate work-readiness.

2. The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.

3. The teacher understands how evaluation connects to instruction.

Performance

1. The teacher writes and evaluates occupational goals, objectives, and competencies.

2. The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.

3. The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continually engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the value and impact of having a professional development plan.

2. The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.

Performance

1. The teacher collaborates with an administrator to create a professional development plan.

2. The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher knows the contributions of advisory committees.

2. The teacher understands the importance of using the employment community to validate occupational skills.

3. The teacher understands how to effect change in professional-technical education and in the occupational area taught.

4. The teacher knows about professional organizations within the occupational area.

5. The teacher knows how to cooperatively develop articulation agreements between secondary and postsecondary programs.

6. The teacher understands the structure of state-approved PTSOs.

7. The teacher understands the ideas, opinions, and perceptions of business and industry.

Performance

1. The teacher establishes and uses advisory committees for program development and improvement.

2. The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.

3. The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.

4. The teacher participates in appropriate professional organizations.

5. The teacher cooperatively constructs articulation agreements.

6. The teacher incorporates an active state-approved PTSO in his or her program.

7. The teacher understands the role of PTSOs as an integral part of the total professional-technical education program.

Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.

Knowledge

1. The teacher understands how to dispose of waste materials.

2. The teacher understands how to care for, inventory, and maintain materials and equipment.

3. The teacher understands safety contracts and operation procedures.

4. The teacher understands legal safety issues related to the program area.

5. The teacher understands safety requirements necessary to conduct laboratory and field activities.

6. The teacher understands time and organizational skills in laboratory management.

7. The teacher is aware of safety regulations at school and work sites.

8. The teacher understands how to incorporate PTSOs as intracurricular learning experiences.

Performance

1. The teacher ensures that facilities, materials, and equipment are safe to use.
2. The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.
3. The teacher demonstrates effective management skills in the classroom and laboratory environments.
4. The teacher models and reinforces effective work and safety habits.
5. The teacher incorporates PTSOs as intracurricular learning experiences.

Standard 12: Workplace Preparation - The teacher prepares students to meet the ~~competing~~ demands and responsibilities of the workplace.

Knowledge

1. The teacher understands workplace employability skills and related issues.
2. The teacher understands the issues of balancing work and personal responsibilities.
3. The teacher understands how to promote career awareness.

Performance

1. The teacher designs instruction that addresses employability skills and related workplace issues.
2. The teacher discusses how to balance demands between work and personal responsibilities.
3. The teacher provides opportunities for career awareness and exploration.

Idaho Standards for Agricultural Science and Technology Teachers

In addition to the standards listed here, agricultural science and technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the agricultural science and technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands biological, physical, and applied sciences relative to practical solutions for the agricultural industry.

2. The teacher knows about production agriculture.

3. The teacher knows plant and animal science, agricultural business management, and agricultural mechanics, as well as computer and other technology related to these areas.

4. The teacher understands and has experience in one or more of the following specialized occupational areas:
   a. Agricultural production and marketing
   b. Agricultural equipment and supplies
   c. Agriculture product processing
   d. Ornamental horticulture and turf grass management (e.g. floriculture, greenhouse management)
   e. Agricultural business planning and analysis
   f. Natural resource management
   g. Environmental science
   h. Forestry
   i. Small animal production and care

5. The teacher understands how to advise, oversee and operate a local FFA chapter and how it relates to the Idaho State and National FFA organizations.

6. The teacher understands how to organize and implement supervised agricultural experience programs including but not limited to working with parents, students, adults, and employers.

7. The teacher is familiar with the administrative duties related to being a secondary agriculture teacher (e.g. extended contract, state reporting procedures, FFA, and SAE).

Performance

1. The teacher applies natural and physical science principles to practical solutions.

2. The teacher discusses production agriculture.

3. The teacher discusses and demonstrates, as appropriate, content and best practices of plant and animal science; agricultural business management; and agricultural mechanics; and integrates computer and other technology related to these areas.

4. The teacher advises, oversees and operates a local FFA chapter in relationship to the Idaho State and National FFA organizations.

5. The teacher organizes and implements supervised agricultural experience programs including but not limited to working with parents, students, adults and employers.

6. The teacher observes administrative duties related to being a secondary agriculture teacher (e.g. extended contract, state reporting procedures, FFA, and SAE).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Business Technology Teachers

In addition to the standards listed here, business technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the business technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher possesses a foundational level of knowledge about a broad range of business subjects, for example, accounting, business law, communications, economics, information systems, international business, management, marketing, and office administration.

2. The teacher possesses knowledge in areas related to business, career education, entrepreneurship, interrelationships in business, mathematics, and personal finance.

3. The teacher possesses knowledge of appropriate technology.

4. The teacher understands how to advise, oversee and operate a local Business Professionals of America (BPA) chapter and how it relates to the Idaho State and National BPA organizations.

Performance

1. The teacher demonstrates industry-standard skill levels required by the endorsement, for example, in accounting, business technology and office procedures.

2. The teacher effectively delivers business and business technology content at the junior high, middle school, and/or secondary levels.

3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.

4. The teacher integrates BPA through intracurricular approaches in the business program of study.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.
Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Family and Consumer Sciences Teachers

In addition to the standards listed here, family and consumer sciences teachers must meet the Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the family and consumer sciences teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands the significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.

2. Teacher understands the impact of families' multiple roles within the home, workplace and community.

3. The teacher knows of community agencies and organizations that provide assistance to individuals and families.

4. The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

5. The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

6. The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural

and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.

7. The teacher understands the design, selection, and care of textiles and apparel products.

8. The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.

9. The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

10. The teacher understands resource conservation and environmental issues in relation to family and community health.

11. The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.

12. The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.

13. The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intracurricular learning experiences.

Performance

1. The teacher demonstrates a command of instructional methodology in the delivery of family and consumer sciences content at the middle and secondary school levels.

2. The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.

3. The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.

4. The teacher selects and creates learning experiences that include the impact of families' multiple roles within the home, workplace and community.

5. The teacher knows of community agencies and organizations that provide assistance to individuals and families.

6. The teacher selects and creates learning experiences that include how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

7. The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

8. The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.

9. The teacher demonstrates the design, selection, and care of textiles and apparel products.

10. The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.

11. The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

12. The teacher integrates resource conservation and environmental issues in relation to family and community health.

13. The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.

14. The teacher selects and creates learning experiences on how social media can influence communication and outcomes between individuals, family members, and community connections.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, physical, emotional and moral development.

Performance

1. The teacher develops lessons which focus on progressions and ranges of individual variation within intellectual, social, physical, emotional and moral development and their interrelationships.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Performance

1. The teacher promotes individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands how to apply knowledge about the current subject matter, learning theory, instructional strategies, curriculum development, evaluation, and child and adolescent development to meet curriculum goals using family and consumer sciences national standards and other resources.

2. The teacher understands how program alignment across grade levels and disciplines maximizes learning.

Performance

1. The teacher maximizes such elements as instructional materials; individual student interests, needs, and aptitudes; technology and community resources in planning instruction that creates an effective bridge between curriculum goals and students learning.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

1. The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands how to research and select relevant professional development aligned to curriculum and industry standards.

Performance

1. The teacher participates in continual relevant professional development in order to stay current in content areas.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Marketing Technology Teachers

In addition to the standards listed here, marketing technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the marketing technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher possesses a foundational level of knowledge about a broad range of business subjects for example, accounting, business law, communications, economics, information systems, international business, management, marketing, merchandising, and retailing.

2. The teacher possesses knowledge in areas related to marketing, for example, business technology, career education, entrepreneurship, mathematics, personal finance, and interrelationships in business.

3. The teacher possesses knowledge of appropriate technology.

4. The teacher understands how to advise, oversee, and operate a local DECA/Collegiate DECA professional-technical student organization as a part of the state and national organization, and its intracurricular role in marketing education.

Performance

1. The teacher demonstrates industry-standard skill levels-required by the endorsement, for example accounting, advertising, coordination techniques, and promotions.

2. The teacher effectively delivers marketing content at the junior high, middle school and/or high school levels.

3. The teacher demonstrates the efficient use of technology to accomplish tasks related to

business and industry.

4. The teacher embeds DECA/Collegiate DECA activities and curriculum through an intracurricular approach within the marketing program of study.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.

Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.

Idaho Standards for Technology Education Teachers

In addition to the standards listed here, technology education teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the technology education teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher has a basic understanding of contemporary communications; manufacturing; power, energy, and transportation; construction; electronics; computer systems; and other relevant emerging technologies.

2. The teacher understands the operation and features of a computer-aided design and computer-aided manufacturing systems.

3. The teacher understands the principles and concepts of engineering design, technology and the associated mathematics and science concepts.

4. The teacher knows the classical and contemporary elements, principles, and processes of structural systems.

5. The teacher understands industry logistics, technical terminologies and procedures for the technology occupational area.

6. The teacher understands the importance of team dynamics and the project management process when working in the technology occupational areas.

Performance

1. The teacher demonstrates the basic skills that support the fields of communications; manufacturing; power, energy, and transportation; construction; electronics; computer technology and other relevant emerging technologies.

2. The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, telecommunications equipment, and other related technology applications.

3. The teacher demonstrates architectural and mechanical drafting and developmental skills.

4. The teacher demonstrates the various phases of the engineering design process.

5. The teacher creates opportunities for students to work collaboratively in teams and practice the project management processes related to the technology occupational areas.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

~~Idaho Standards for Reading Teachers~~

~~All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the Reading Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~** This language was written by a committee of content experts and has been adopted verbatim.*~~

~~Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.~~

~~Knowledge~~

1. ~~The teacher understands the relationships and roles of the components of a balanced literacy program, which encompasses:~~
   a. ~~oral language development and its role in the emergence of writing and reading;~~
   b. ~~phonological awareness, phonics, structural and morphemic analysis; semantic, syntactic, and pragmatic systems of language, and their relation to reading and writing processes;~~
   c. ~~language patterns, vocabulary, comprehension and critical thinking; and~~
   d. ~~development of fluency (rate and accuracy).~~

2. ~~The teacher knows the methods of literacy instruction congruent with a balanced literacy program.~~

3. ~~The teacher understands that reading is a process of constructing meaning.~~

4. ~~The teacher knows a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information (e.g. metacognition, self-monitoring, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).~~

5. ~~The teacher understands strategies for developing and extending vocabulary in narrative, expository and technical information, encompassing, but not limited to wide-reading, direct vocabulary instruction, and systematic word analysis: etymology, morphology, orthography.~~

6. ~~The teacher understands the relationships between reading, writing, speaking, listening, and viewing.~~

7. ~~The teacher understands why it is important for developing literacy skills to read aloud to students.~~

8. ~~The teacher is familiar with a wide range of children's literature encompassing all genres.~~

~~Performance~~

1. ~~The teacher applies the components of pre-reading and reading instruction in authentic classroom settings in accordance with individual student performance.~~

2. ~~The teacher articulates and demonstrates knowledge of various research-supported approaches to pre-reading and decoding instruction (e.g. synthetic, analytic, explicit, implicit, embedded, and analogy-based).~~

3. ~~The teacher articulates and demonstrates a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information (e.g. metacognition, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).~~

4. ~~The teacher implements strategies for developing and extending vocabulary in narrative, expository and technical information (e.g., wide-reading, direct vocabulary instruction, systematic word analysis – etymology, morphology, orthography).~~

5. ~~The teacher utilizes the reciprocal relationships among reading, writing, speaking, listening, and viewing to build student literacy skills.~~

6. ~~The teacher provides literacy lessons and opportunities congruent with best research practices.~~

7. ~~The teacher reads aloud to children.~~

~~Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social and personal development.~~

~~Knowledge~~

1. ~~The teacher knows historical and current research as it relates to reading.~~

2. ~~The teacher understands the significance of home language and culture on the development of literacy in the classroom.~~

~~Performance~~

1. ~~The teachers implements cognitively compatible strategies in developing reading instruction.~~
2. ~~The teacher utilizes the home language and culture of students to foster the development of literacy in the classroom.~~
3. ~~The teacher encourages learner reflection and teaches students to evaluate and be responsible for their own literacy learning.~~

~~Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.~~

~~Knowledge~~

1. ~~The teacher understands research-based best practices in prevention identification, intervention, and remediation of reading difficulties.~~
2. ~~The teacher understands methods for accelerating and scaffolding the students' development of reading strategies.~~
3. ~~The teacher understands the impact of learning disabilities, giftedness, and language histories on literacy development.~~

~~Performance~~

1. ~~The teacher articulates and demonstrates knowledge of structured, sequential, multi-sensory reading instruction.~~
2. ~~The teacher differentiates reading instruction and utilizes flexible grouping in response to student performance.~~

~~Standard 4: Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.~~

~~Knowledge~~

1. ~~The teacher understands that specific literacy difficulties are not a basis for excluding students from classroom interactions that develop higher-level skills.~~

~~Performance~~

1. ~~The teacher incorporates literacy instruction into all academic content areas in ways that engage each student.~~

~~Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation.~~

~~Knowledge~~

1. ~~The teacher understands the power of literacy as it relates to academic success and life-long learning.~~

2. ~~The teacher understands the importance of extensive reading in a variety of genres for developing literacy skills.~~

~~Performance~~

1. ~~The teacher advocates extensive reading for information and for pleasure.~~

2. ~~The teacher demonstrates the power of literacy as it relates to academic success and life-long learning.~~

~~Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.~~

~~Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.~~

~~Standard 8: Assessment of Student Learning – The teacher understands, uses and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.~~

~~Knowledge~~

1. ~~The teacher understands the use of assessment for different literacy purposes (e.g. monitoring reading development, assessing reading achievement and performance, enabling students to self-assess their reading strengths and needs, and diagnosing reading difficulties to adjust reading instruction).~~

2. ~~The teacher understands how to use assessment for attitude and motivation as related to reading.~~

3. ~~The teacher knows how to choose, administer, and interpret multiple assessments for various aspects of reading (e.g. language proficiency, concepts of print, phonemic awareness, phonological awareness, letter recognition, sound/symbol knowledge, word recognition, spelling, writing, reading fluency, and oral and silent reading comprehension).~~

~~**Performance**~~

1. ~~The teacher gathers and interprets data from multiple assessments to plan instruction, taking into consideration the student characteristics and instructional history.~~

2. ~~The teacher collects and utilizes data from multiple sources to inform instruction.~~

3. ~~The teacher uses assessment to increase students' awareness of their literacy strengths and needs and to encourage them to set personal goals for learning.~~

4. ~~The teacher uses literacy assessment data to evaluate instructional effectiveness and to guide professional development.~~

5. ~~The teacher advocates that the needs of every student are accurately represented in assessment data.~~

~~***Standard 9: Professional Commitment and Responsibility – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.***~~

~~***Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.***~~

~~**Knowledge**~~

1. ~~The teacher knows sources and programs that promote family literacy.~~

2. ~~The teacher knows community-based programs that promote literacy development.~~

~~**Performance**~~

1. ~~The teacher engages with colleagues, community, other professionals, and parents to improve the literacy-learning environment.~~

2. ~~The teacher fosters parental support for family literacy activities.~~

Idaho Foundation Standards for Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Science Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the history and nature of science and scientific theories.

2. The teacher understands the science content with in the context of the Idaho Science Content Standards within their appropriate certification.

3. The teacher understands the concepts of form and function.

4. The teacher understands the interconnectedness among the science disciplines.

5. The teacher understands the process of scientific inquiry: investigate scientific phenomena, interpret findings, and communicate results.

7. The teacher knows how to construct deeper understanding of scientific phenomena through study, demonstrations, and laboratory and field activities.

8. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.

Performance

1. The teacher provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups.

2. The teacher continually adjusts curriculum and activities to align them with new scientific data.

3. The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.

4. The teacher helps students build scientific knowledge and develop scientific habits of mind.

5. The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating results.

6. The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.

7. The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.

8. The teacher engages in scientific inquiry in science coursework.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher knows how students construct scientific knowledge and develop scientific habits of mind.

2. The teacher knows commonly held conceptions and misconceptions about science and how they affect student learning.

Performance

1. The teacher identifies students' conceptions and misconceptions about the natural world.

2. The teacher engages students in constructing deeper understandings of the natural world.

Standard 3: Modifying Instruction for Individual Needs Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.

2. The teacher understands how to implement scientific inquiry.

3. The teacher understands how to engage students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

4. The teacher understands how to use research based best practices to engage students in learning science.

Performance

1. The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.

1. The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.

3. The teacher engages students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data.

2. The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.

3. The teacher understands technical writing as a way to communicate science concepts and processes.

Performance

1. The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.

2. The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.

3. The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.

4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the importance of keeping current on research related to how students learn science.

2. The teacher understands the importance of keeping current on scientific research findings.

Performance

1. The teacher incorporates current research related to student learning of science into science curriculum and instruction.

2. The teacher incorporates current scientific research findings into science curriculum and instruction.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Safe Learning Environment - The science teacher provides for a safe learning environment.

Knowledge

1. The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.

2. The teacher is aware of available resources and standard protocol for proper disposal of waist materials.

3. The teacher knows how to properly care for, inventory, and maintain materials and equipment.

4. The teacher is aware of legal responsibilities associated with safety.

5. The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.

6. The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Performance

1. The teacher develops instruction that uses appropriate materials and ensures a safe environment.

2. The teacher creates and ensures a safe learning environment by including appropriate documentation of activities.

3. The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.

4. The teacher models safety at all times.

5. The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.

6. The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.

7. The teacher evaluates lab and field activities for safety.

8. The teacher evaluates a facility for compliance to safety regulations.

9. The teacher uses safety procedures and documents safety instruction.

10. The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.

11. The teacher implements laboratory, field, and demonstration safety techniques.

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

1. The teacher knows a broad range of laboratory and field techniques.

2. The teacher knows strategies to develop students' laboratory and field skills.

Performance

1. The teacher engages students in a variety of laboratory and field techniques.

2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

Idaho Standards for Biology Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, biology teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Biology Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism.

2. The teacher knows the currently accepted taxonomy systems used to classify living things.

3. The teacher understands scientifically accepted theories of how living systems evolve through time.

4. The teacher understands how genetic material and characteristics are passed between generations and how genetic material guide cell and life processes.

5. The teacher knows biochemical processes that are involved in life functions.

6. The teacher knows that living systems interact with their environment and are interdependent with other systems.

7. The teacher understands that systems in living organisms maintain conditions necessary for life to continue.

8. The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.

9. The teacher understands how matter and energy flow through living and non-living systems.

10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.

Performance

1. The teacher prepares lessons that help students understand the flow of matter and energy through living systems.

2. The teacher assists students in gaining an understanding of the ways living things are interdependent.

3. The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.

4. The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.

5. The teacher helps students understand how genetic "information" is translated into living tissue and chemical compounds necessary for life.

6. The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.

7. The teacher helps students understand the ways living organisms are adapted to their environments.

8. The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.

9. The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques. .

10. The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.

11. The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, and burning fossil fuels).

12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Chemistry Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, chemistry teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Chemistry Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.

2. The teacher understands the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy.

3. The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process.

4. The teacher understands the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way.

5. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way. CORE STANDARDS

6. The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular).

7. The teacher can identify and quantify changes in energy and structure.

8. The teacher understands the historical development of atomic and molecular theory.

9. The teacher knows basic chemical synthesis to create new molecules from prec? Molecules

10. The teacher understands the organization of the periodic table and can use it to predict physical and chemical properties.

11. The teacher knows the importance of carbon chemistry and understands the nature of chemical bonding and reactivity of organic molecules.

12. The teacher understands the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level.

13. The teacher has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box).

14. The teacher understands the role of energy and entropy in chemical reactions and knows how to calculate concentrations and species present in mixtures at equilibrium.

15. The teacher knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties.

16. The teacher understands the importance of research in extending and refining the field of chemistry and strives to remain current on new and novel results and applications.

Performance

1. The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.

2. The teacher models the application of mathematical concepts for chemistry (e.g., dimensional analysis, statistical analysis of data, and problem-solving skills).

3. The teacher helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy.

4. The teacher helps the student develop strategies for solving problems using dimensional analysis and other methods.

5. The teacher helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions.

6. The teacher helps the student understand the composition of neutral and ionic atoms and molecules.

7. The teacher helps the student learn the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and distinguishing charged states.

8. The teacher helps the student understand the structure of the periodic table and the information that structure provides about chemical and physical properties of the elements.

9. The teacher helps the student begin to categorize and identify a variety of chemical reaction types.

10. The teacher helps the student understand stoichiometry and develop quantitative relationships in chemistry.

11. The teacher helps the student understand and apply modern atomic, electronic and bonding theories.

12. The teacher helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules.

13. The teacher helps the student understand the quantitative behavior of gases.

14. The teacher helps the student understand and predict the qualitative behavior of the liquid and solid states and determine the intermolecular attraction of various molecules.

15. The teacher helps the student understand molecular kinetic theory and its importance in chemical reactions, solubility, and phase behavior.

16. The teacher helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions.

17. The teacher helps the student understand and predict the properties and reactions of acids and bases.

18. The teacher helps the student understand chemical equilibrium in solutions.

19. The teacher helps the student understand and use chemical kinetics.

20. The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.

21. The teacher helps the student learn the basic organizing principles of organic chemistry.

22. The teacher can do chemical calculations in all phases using a variety of concentration units including pH, molarity, number density, molality, mass and volume percent, parts per million and other units.

23. The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.

24. The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.

25. The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.

26. The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.

27. The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Earth and Space Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, earth and space science teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the earth and space science teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows how local events can potentially impact local, regional, and global conditions.

2. The teacher understands the rock cycle and the classification systems for rocks and minerals.

3. The teacher understands the theory of plate tectonics and the resulting processes of mountain building, earthquakes, oceanic trenches, volcanoes, sea floor spreading, and continental drift.

4. The teacher understands the sun, moon and earth system and the resulting phenomena.

5. The teacher knows earth history as interpreted using scientific evidence.

6. The teacher understands the composition of the earth and its atmosphere.

7. The teacher understands processes of weathering, erosion, and soil development (e.g., mass wasting, spheroidal weathering, alluvial fans, physical and chemical weathering, glaciers, stream valleys, cirques, and stream terraces).

8. The teacher knows multiple scientific theories of the origin of galaxies, planets, and stars.

9. The teacher understands the concept of the interaction of forces and other physical science concepts about earth and astronomical change.

10. The teacher understands the flow of energy and matter through earth and astronomic systems.

11. The teacher knows the concepts of weather and climate.

12. The teacher understands ocean environments and how the physical forces on the surface of the earth interact with them.

Performance

1. The teacher helps students understand the flow of energy and matter through earth and space systems.

2. The teacher helps students understand seasonal changes in terms of the relative position and movement of the earth and sun.

3. The teacher helps students understand the causes of weather and climate in relation to physical laws of nature.

4. The teacher helps students understand the types of rocks and how they change from one type of rock to another as they move through the rock cycle.

5. The teacher helps students understand the theory of plate tectonics, including continental drift, volcanism, mountain building, ocean trenches, and earthquakes.

6. The teacher helps students understand how scientists use indirect methods, including knowledge of physical principles, to learn about astronomical objects.

7. The teacher helps students understand how accepted scientific theories about prehistoric life are developed.

8. The teacher assists students as they critically evaluate the quality of the data on which scientific theories are based.

9. The teacher helps students understand the movement of air, water, and solid matter in response to the flow of energy through systems.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Natural Science Teachers

Teachers with natural science endorsements must meet all of the following standards:

1. ***Idaho Core Teacher Standards***

2. ***Idaho Foundation Standards for Science Teachers <u>AND</u>***

3. ***Idaho Standards for Biology Teachers <u>OR</u>***

4. ***Idaho Standards for Earth and Space Science Teachers <u>OR</u>***

5. ***Idaho Standards for Chemistry Teachers <u>OR</u>***

6. ***Idaho Standards for Physics Teachers***

Idaho Standards for Physical Science Teachers

Teachers with physical science endorsements must meet all of the following standards:

1. ***Idaho Core Teacher Standards***
2. ***Idaho Foundation Standards for Science Teachers AND***
3. ***Idaho Standards for Chemistry Teachers OR***
4. ***Idaho Standards for Physics Teachers***

Idaho Standards for Physics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here physics teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the physics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

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Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.

2. The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.

3. The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.

4. The teacher understands contemporary physics events, research, and applications.

5. The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.

6. The teacher knows the historical development of models used to explain physical phenomena.

Performance

1. The teacher engages students in developing and applying conceptual models to describe the natural world.

2. The teacher engages students in testing and evaluating physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.
3. The teacher engages students in the appropriate use of mathematical principles in examining and describing models for explaining physical phenomena.

4. The teacher engages student in the examination and consideration of the models used to explain the physical world.

Standard 2: Knowledge of Human Development and Learning- The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Foundation Standards for Social Studies Teachers

Social Studies teachers must meet Idaho Core Teacher Standards and Idaho Foundations Standards for Social Studies Teachers and one of the following: (1) Idaho Standards for Economics Teachers, (2) Idaho Standards for Geography Teachers, (3) Idaho Standards for Government and Civics Teachers, (4) Idaho Standards for History Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Social Studies Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, and humanities).

2. The teacher understands the ways various governments and societies have changed over time.

3. The teacher understands ways in which independent and interdependent systems of trade and production develop.

4. The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations.

5. The teacher understands the responsibilities and rights of citizens in the United States political system, and how citizens exercise those rights and participate in the system.

6. The teacher understands geography affects relationships between people, and environments over time.

7. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

Performance

1. The teacher demonstrates chronological historical thinking

2. The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.

3. The teacher integrates knowledge from the social studies in order to prepare students to live in a world with limited resources, cultural pluralism, and increasing interdependence.

4. The teacher incorporates current events, global perspectives, and scholarly research into the curriculum.

5. The teacher uses primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the influences that contribute to intellectual, social, and personal development.

2. The teacher understands the impact of student environment on student learning,

Performance

1. The teacher provides opportunities for students to engage in civic life, politics, and government.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Economics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Economics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Economics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands basic economic concepts and models (e.g., scarcity, productive resources, voluntary exchange, unemployment, supply and demand credit/debt, market incentives, interest rate, and imports/exports).

2. The teacher understands the functions of money.

3. The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).

4. The teacher knows different types of economic institutions and how they differ from one another (e.g., business structures, stock markets, banking institutions, and labor unions).

5. The teacher understands how economic institutions shaped history and influence current economic practices.

6. The teacher understands the principles of sound personal finance and entrepreneurship.

7. The teacher understands fiscal and monetary policy.

Performance

1. The teacher demonstrates comprehension and analysis of economic principles and concepts.
2. The teacher engages students in the application of economic concepts in their roles as consumers, producers, and workers.
3. The teacher uses graphs, models, and equations to illustrate economic concepts.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Geography Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Geography teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Geography teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the spatial organization of peoples, places, and environments.

2. The teacher understands the human and physical characteristics of places and regions.

3. The teacher understands the physical processes that shape and change the patterns of earth's surface.

4. The teacher understands the reasons for the migration and settlement of human populations.

5. The teacher understands how human actions modify the physical environment and how physical systems affect human activity and living conditions.

6. The teacher understands the characteristics and functions of globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases.

Performance

1. The teacher uses past and present events to interpret political, physical, and cultural patterns.

2. The teacher relates the earth's dynamic physical systems and its impact on humans.

3. The teacher relates population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.

4. The teacher relates the earth's physical systems and varied patterns of human activity to world environmental issues.

5. The teacher uses geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Government and Civics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here government and civics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the government and civics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the relationships between civic life, politics, and government.

2. The teacher understands the foundations of government and constitutional ~~*and*~~ principles of the United States political system.

3. The teacher understands the organization of local, state, federal, and tribal governments, and how power and responsibilities are organized, distributed, shared, and limited as defined by the United States Constitution.

4. The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, and environmental issues).

5. The teacher understands the role of public policy in shaping the United States political system.

6. The teacher understands the civic responsibilities and rights of all individuals in the United States (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, and the electoral process).

7. The teacher understands the characteristics of effective leadership.

Performance

1. The teacher promotes student engagement in civic life, politics, and government.

2. The teacher demonstrates comprehension and analysis of the foundations and principles of the United States political system and the organization and formation of the United States government.

3. The teacher demonstrates comprehension and analysis of United States foreign policy and international relations.

4. The teacher integrates global perspectives into the study of civics and government.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being

Idaho Standards for History Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here history teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the history teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).

2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.

3. The teacher understands how international relations impacted the development of the United States.

4. The teacher understands how significant compromises and conflicts defined and continue to define the United States.

5. The teacher understands the political, social, cultural, and economic development of the United States.

6. The teacher understands the political, social, cultural, and economic development of the peoples of the world.

7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.

8. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

Performance

1. The teacher makes connections between political, social, cultural, and economic themes and concepts.

2. The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.

3. The teacher facilitates student inquiry on how international relationships impact the United States.

4. The teacher relates the role of conflicts to continuity and change across time.

5. The teacher demonstrates an ability to research, analyze, and interpret history.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Social Studies Teachers

Teachers with a social studies endorsement must meet the following Idaho Standards:

1. ***Idaho Core Teacher Standards AND***
2. ***Foundation Social Studies Standards AND***
3. ***History Standards OR***
4. ***Government and Civics Standards OR***
5. ***Economics Standards OR***
6. ***Geography Standards***

Idaho Standards for Special Education Generalists

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, special education teachers must meet Idaho Core Teacher Standards and the Idaho Generalist Standards and may meet one of the following, if applicable: (1) Idaho Standards for Teachers of the Blind and Visually Impaired or (2) Idaho Standards for Teachers of the Deaf and Hard of Hearing.

The following knowledge and performance statements for the Special Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the theories, history, philosophies, and models that provide the basis for special education practice.

2. The teacher understands concepts of language arts in order to help students develop and successfully apply their skills to many different situations, materials, and ideas.

3. The teacher understands major concepts, procedures, and reasoning processes of mathematics in order to foster student understanding.

Performance

1. The teacher demonstrates the application of theories and research-based educational models in special education practice.

2. The teacher implements best practice instruction across academic and non-academic areas to improve student outcomes.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands how the learning patterns of students with disabilities may differ from the norm.

Performance

1. The teacher uses research-supported instructional strategies and practices (e.g., functional embedded skills approach, community-based instruction, task analysis, multi-sensory strategies, and concrete/manipulative techniques) to provide effective instruction in academic and nonacademic areas for students with disabilities.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The teacher understands strategies for accommodating and adapting curriculum and instruction for students with disabilities.

2. The teacher knows the educational implications of exceptional conditions (e.g., sensory, cognitive, communication, physical, behavioral, emotional, and health impairments).

3. The teacher knows how to access information regarding specific student needs and disability-related issues (e.g., medical, support, and service delivery).

Performance

1. The teacher individualizes instruction to support student learning and behavior in various settings.

2. The teacher accesses and uses information about characteristics and appropriate supports and services for students with high and low incidence disabilities and syndromes.

3. The teacher locates, uses, and shares information on special health care needs and on the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of students with disabilities.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher understands individualized skills and strategies necessary for positive support of academic success (e.g., comprehension, problem solving, organization, study skills, test taking, and listening)

2. The teacher understands the developmental nature of social skills.

3. The teacher understands that appropriate social skills facilitate positive interactions with peers, family members, educational environments, and the community.

4. The teacher understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions.

Performance

1. The teacher demonstrates the ability to teach students with disabilities in a variety of educational settings.

2. The teacher designs, implements, and evaluates instructional programs that enhance a student's participation in the family, the school, and community activities.

3. The teacher advocates for and models the use of appropriate social skills.

4. The teacher provides social skills instruction that enhances student success.

5. The teacher creates an accessible learning environment through the use of assistive technology.

6. The teacher demonstrates the ability to implement strategies that enhance students' expressive and receptive communication.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.

2. The teacher understands applied behavioral analysis and ethical considerations inherent in behavior management (e.g., positive behavioral supports, functional behavioral assessment, behavior plans).

3. The teacher understands characteristics of behaviors concerning individuals with disabilities (e.g., self-stimulation, aggression, non-compliance, self-injurious behavior).

4. The teacher understands the theories and application of conflict resolution and crisis prevention/intervention.

5. The teacher understands that students with disabilities may require specifically designed strategies for motivation and instruction in socially appropriate behaviors and self-control.

Performance

1. The teacher modifies the learning environment (e.g., schedule, transitions, and physical arrangements) to prevent inappropriate behaviors and enhance appropriate behaviors.

2. The teacher coordinates the implementation of behavior plans with all members of the educational team.

3. The teacher creates an environment that encourages self-advocacy and increased independence.

4. The teacher demonstrates a variety of effective behavior management techniques appropriate to students with disabilities.

5. The teacher designs and implements positive behavior intervention strategies and plans appropriate to the needs of the individual student.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher understands the characteristics of normal, delayed, and disordered communication and their effect on participation in educational and community environments.

2. The teacher knows strategies and techniques that facilitate communication for students with disabilities.

Performance

1. The teacher uses a variety of verbal and nonverbal communication techniques to assist students with disabilities to participate in educational and community environments.

2. The teacher supports and expands verbal and nonverbal communication skills of students with disabilities.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities.

2. The teacher understands curriculum and instructional practices in self-advocacy and life skills relevant to personal living and participation in school, community, and employment.

3. The teacher understands the general education curriculum and state standards developed for student achievement.

Performance

1. The teacher develops comprehensive, outcome-oriented Individual Education Plans (IEP) in collaboration with IEP team members.

2. The teacher conducts task analysis to determine discrete skills necessary for instruction and to monitor student progress.

3. The teacher evaluates and links the student's skill development to the general education curriculum.

4. The teacher develops and uses procedures for monitoring student progress toward individual learning goals.

5. The teacher uses strategies for facilitating maintenance and generalization of skills across learning environments.

6. The teacher, in collaboration with parents/guardians and other professionals, assists students in planning for transition to post-school settings.

7. The teacher develops opportunities for career exploration and skill development in community-based settings.

8. The teacher designs and implements instructional programs that address independent living skills, vocational skills, and career education for students with disabilities.

9. The teacher considers issues related to integrating students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers and uses resources accordingly.

Standard 8: Assessment of Student Learning -- The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities.

2. The teacher knows the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services.

3. The teacher understands how to assist colleagues in designing adapted assessments.

4. The teacher understands the relationship between assessment and its use for decisions regarding special education service and support delivery.

5. The teacher knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds.

6. The teacher knows the appropriate accommodations and adaptations for state and district assessments.

Performance

1. The teacher analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum.

2. The teacher collaborates with families and professionals involved in the assessment of students with disabilities.

3. The teacher gathers background information regarding academic, medical, and social history.

4. The teacher uses assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.

5. The teacher facilitates and conducts assessments related to secondary transition planning, supports, and services.

6. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Performance

1. The teacher practices within the Council for Exceptional Children Code of Ethics and other standards and policies of the profession.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.

2. The teacher understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school.

3. The teacher knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with disabilities.

4. The teacher is aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner.

5. The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.

6. The teacher knows the roles of students with disabilities, parents/guardians, teachers, peers, related service providers, and other school and community personnel in planning and implementing an individualized program.

7. The teacher knows how to train or access training for paraprofessionals.

8. The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Performance

1. The teacher facilitates communication between the educational team, students, their families, and other caregivers.

2. The teacher trains or accesses training for paraprofessionals.

3. The teacher collaborates with team members to develop effective student schedules.

4. The teacher communicates the benefits, strengths, and constraints of special education services.

5. The teacher creates a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

6. The teacher encourages and assists families to become active participants in the educational team (e.g., participating in collaborative decision making, setting instructional goals, and charting progress).

7. The teacher collaborates and consults with the student, the family, peers, regular classroom teachers, related service personnel, and other school and community personnel in integrating students with disabilities into various learning environments.

8. The teacher communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities.

9. The teacher participates in the development and implementation of rules and appropriate consequences at the classroom and school wide levels.

Idaho Standards for Teachers of the Blind and Visually Impaired

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, teachers of the blind and visually impaired must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the Blind and Visually Impaired are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The teacher of students with visual impairments is well versed in the foundations for education of the blind and visually impaired, the physiology and functions of the visual system, and the effect of vision impairment has on the instructional program. Further, the teacher collaboratively designs instructional strategies based on the results of specialized assessments.

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Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the historical foundations for the education of children with visual impairments, including the array of service options.

2. The teacher knows the effects of medications on the visual system.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the need for students to establish proper posture, communication, self-esteem, and social skills.

2. The teacher knows the effects of a visual impairment on the student's family and the reciprocal impact on the student's self-esteem.

3. The teacher understands the variations in functional capabilities and the diverse implications that various eye diseases have on growth and development.

Performance

1. The teacher provides students with a means to independently access and re-create materials readily available to the sighted world.

2. The teacher prepares students who have visual impairments to respond to societal attitudes and actions with positive behavior, self-advocacy, and a sense of humor.

3. The teacher designs instructional experiences contingent on student and familial stages of acceptance of the visual impairment.

4. The teacher communicates information from the optometrist/ophthalmologist report to school personnel to confirm the educational implications of the eye condition and to ensure the student's visual strengths are used.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The teacher knows the effects of a visual impairment on language and communication.

2. The teacher knows the impact of visual disorders on learning and experience.

3. The teacher knows methods for the development of special auditory, tactual, and modified visual communication skills for students with visual impairments (e.g., Braille reading and writing, handwriting for students with low vision and signature writing for blind students, listening and compensatory auditory skills, typing and keyboarding skills, unique technology for individuals with visual impairments, and use of alternatives to nonverbal communication).

4. The teacher understands the terminology related to diseases and disorders of the human visual system and their impact on language, cognitive, spatial concept, and psychosocial development.

5. The teacher knows how to critique and evaluate the strengths and limitations of various types of assistive technologies.

6. The teacher knows a variety of input and output enhancements to computer technologies that address the specific access needs of students with visual impairments in a variety of environments.

7. The teacher knows techniques for modifying instructional methods and materials for students with visual impairments and for assisting classroom teachers in implementing these modifications.

8. The teacher knows methods to acquire special academic skills, including the use of an abacus; the use of a talking calendar; tactile graphics (including maps, charts, tables, etc.); and adapted science equipment.

Performance

1. The teacher teaches, writes, and reads Grade 2 literary Braille and Nemeth codes when necessary (e.g., music, computer, and Braille).

2. The teacher secures specialized materials and equipment in a timely manner.

3. The teacher integrates knowledge of the visual impairment when identifying and infusing low vision devices and strategies into the curriculum, learning environments, and instructional techniques.
4. The teacher integrates ophthalmology, optometry, low vision, and functional vision evaluation information to comprehensively design strategies as part of an IEP.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher possesses in-depth knowledge of methods, materials, and assistive technology for providing for the development of auditory, tactual, and communication skills for the visually impaired.

2. The teacher knows how to assist the student in developing visual, auditory, and tactile efficiency as well as pre-cane mobility skills.

3. The teacher knows how to assist the student in developing alternative organizational and study skills.

4. The teacher knows methods for providing adapted physical and recreation skills for individuals who have visual impairments.

5. The teacher knows functional life skills instruction relevant to independent, community, and personal living and to employment for individuals with visual impairments, including methods for accessing printed public information, public transportation, community resources, and acquiring practical skills (e.g., keeping personal records, time management, banking, emergency procedures, etc.).

6. The teacher knows strategies for developing transition plans and career awareness and provides vocational counseling for students who have visual impairments.

Performance

1. The teacher designs, sequences, implements, and evaluates modifications for daily living skills, which provide for independence.

2. The teacher implements integrated learning experiences that are multi-sensory and encourage active participation, self-advocacy, and independence.

3. The teacher integrates knowledge of the visual impairment and developmental progression when designing and implementing communication and social skills instruction.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher knows about consumer and professional organizations, journals, networks, and services relevant to the field of visual impairment.

2. The teacher understands the educational implications of federal entitlements and funding, and how this relates to the provision of specialized materials and equipment.

3. The teacher possesses an in-depth knowledge of the variances in the medical, federal, and state definitions of visual impairment, identification criteria, labeling issues, incidence and prevalence figures, and how each component interacts with eligibility determinations for service.

4. The teacher knows specialized policies regarding referral and placement procedures for students with visual impairments.

Standard 8: Assessment of Student Learning -- The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher knows the procedures used for screening, pre-referral, referral, and classifications of students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment.

2. The teacher possesses an in-depth knowledge of procedures for adapting and administering assessments for the intervention, referral, and identification of students with a visual impairment.

Performance

1. The teacher conducts alternative as well as functional evaluations of visual, literacy, pre-cane mobility, and educational performance.

2. The teacher uses information obtained through functional, alternative, and standardized assessments to plan, deliver, and modify instructional and environmental factors, including IEP development.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher knows strategies for assisting parents/guardians and other professionals in planning appropriate transitions for students who have visual impairments.

2. The teacher knows the roles of paraprofessionals who work directly with students who have visual impairments (e.g., sighted readers, transcribers, aides, etc.) or who provide special materials to them.

3. The teacher knows teacher attitudes, expectations, and behaviors that affect the behaviors of students with visual impairments.

Idaho Standards for Special Education Teachers of Students Who Are Deaf and/or Hard of Hearing

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, teachers of the deaf and hard of hearing must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the Deaf and hard of hearing are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the theories, history, philosophies, and models that provide the basis for education of the deaf and/or hard of hearing.

2. The teacher knows the various educational placement options that are consistent with program philosophy and how they impact a deaf and/or hard of hearing student's cultural identity and linguistic, academic, social, and emotional development.

3. The teacher understands the complex facets regarding issues related to deaf and/or hard of hearing individuals and working with their families (e.g., cultural and medical perspectives).

Performance

1. The teacher uses the tools, models, and strategies appropriate to the needs of students who are deaf and/or hard of hearing.

2. The teacher communicates the benefits, strengths, and constraints of educating the deaf and/or hard of hearing (e.g., cochlear implants, hearing aids, other amplification usage, sign language systems, use of technologies, and communication modalities).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands how etiology, age of onset, and degree of hearing loss impact a student's language development and ability to learn.
2. The teacher understands that being deaf and/or hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.

3. The teacher understands how learning and language development occur and the impact of instructional choices on deaf and/or hard of hearing students so they achieve age appropriate levels of literacy.

Performance

1. The teacher identifies levels of language and literacy development and designs lessons that are appropriate.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The teacher understands how hearing loss may impact student development (i.e., sensory, cognitive, communication, physical, behavioral, social, and emotional).

2. The teacher knows the characteristics and impacts of hearing loss, and the subsequent need for alternative modes of communication and/or instructional strategies.

3. The teacher understands the need for accommodation for English language learning for students whose native language is American Sign Language (ASL).

4. The teacher understands that an IEP for deaf/hard of hearing students should consider the following: communication needs and the student and family's preferred mode of communication; linguistic needs; severity of hearing loss and potential for using residual hearing; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication (i.e., Federal Policy Guidance, October 30, 1993).

Performance

1. The teacher uses information concerning hearing loss (i.e., sensory, cognitive, communication, linguistic needs); severity of hearing loss; potential for using residual hearing; academic level; social, emotional, and cultural needs; and opportunities for adapting instruction and peer interactions and communication.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher knows how to enhance instruction through the use of visual materials and experiential activities to increase outcomes for students who are deaf and/or hard of hearing.

Performance

1. The teacher develops and implements best practices and strategies in relation to the degree of hearing loss to support the needs of the whole child.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the unique social and emotional needs of students who are deaf and/or hard of hearing and knows strategies to facilitate the development of healthy self-esteem.

2. The teacher understands that deaf cultural factors, communication challenges, and family influences impact classroom management of students.

3. The teacher understands the role of and the relationship among the teacher, interpreter, and student.

Performance

1. The teacher designs a classroom environment to maximize opportunities for students' visual and/or auditory learning.

2. The teacher plans and implements instruction for students who are deaf and/or hard of hearing and have multiple disabilities.

3. The teacher prepares students for the appropriate use of interpreters.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher understands the role of the interpreter and the use and maintenance of assistive devices.

2. The teacher knows resources, materials, and techniques relevant to communication choices (e.g., total communication, cued speech, ASL, aural/oral, hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).

Performance

1. The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf and/or hard of hearing (e.g., total communication, cued speech, ASL, aural/oral, hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).

2. The teacher maintains a learning environment that facilitates the services of the interpreter, note taker, and other support personnel, and other accommodations.

3. The teacher enables students to use support personnel and assistive technology.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning -- The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher knows specialized terminology used in the assessment of students who are deaf and/or hard of hearing.

2. The teacher knows the appropriate accommodations for the particular degree of hearing loss

3. The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students (e.g., interpreters and special tests).

Performance

1. The teacher participates in the design of appropriate assessment tools that use the natural, native, or preferred language of the student who is deaf and/or hard of hearing.

2. The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf and/or hard of hearing as a function of appropriate academic assessment.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands the roles and responsibilities of teachers and support personnel in educational practice for deaf and/or hard of hearing students (e.g., educational interpreters, class teachers, transliteraters, tutors, note takers, and audiologist).

2. The teacher knows resources available to help parents/guardians deal with concerns regarding educational options and communication modes/philosophies for deaf/hard of hearing children.

3. The teacher understands the effects of communication on the development of family relationships and knows strategies to facilitate communication with students who are deaf and/or hard of hearing students.

4. The teacher knows the services provided by individuals and by governmental and non-governmental agencies in the ongoing management of students who are deaf and/or hard of hearing.

Performance

1. The teacher facilitates the coordination of support personnel (e.g., interpreters and transliteraters) to meet the communication needs of students who are deaf and/or hard of hearing.

Teacher Leader Standards

The following knowledge and performance statements for the Standards for teacher leaders are widely recognized, but not all-encompassing or absolute, indicators that teacher leader candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* *This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Understanding Adults as Learners to Support Professional Learning Communities - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. The differences in knowledge acquisition and transfer for children and adults
2. Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development
3. Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution
4. Effective listening, oral communication, presentation skills, and expression in written communication
5. Research and exemplary practice on "organizational change and innovation"
6. The process of development of group goals and objectives

Performance: The teacher leader. . .

1. Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers' content knowledge and skills throughout professional learning
2. Improves colleagues' acquisition and application of knowledge and skills
3. Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives
4. Uses effective communication skills and processes

5. Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process
6. Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice

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

Knowledge: The teacher leader demonstrates knowledge of. . .
1. Action research methodology
2. Analysis of research data and development of a data-driven action plan that reflects relevance and rigor
3. Implementation strategies for research-based change and for dissemination of findings for programmatic changes

Performance: The teacher leader. . .
1. Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions , designing and conducting action research to improve educational outcomes
2. Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability
3. Assists with application and supports dissemination of action research findings to improve educational outcomes

Standard 3: Promoting Professional Learning for Continuous Improvement - The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.

Knowledge: The teacher leader demonstrates knowledge of. . .
1. The standards of high quality professional development and their relevance to improved learning

2. Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.
3. The role of 21st century skills and technologies in educational practice
4. The role of shifting cultural demographics in educational practice

Performance: The teacher leader. . .

1. Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education
2. Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals
3. Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate
4. Continually assesses the effectiveness of professional development activities and adjusts appropriately

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

Knowledge: The teacher leader demonstrates knowledge of. . .

1. Research-based curriculum, instruction, and assessment and their alignment with desired outcomes
2. The Framework for Teaching, effective observation and strategies for providing instructional feedback
3. Role and use of critical reflection in improving professional practice

Performance: The teacher leader. . .

1. Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices
2. Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment
3. Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment
4. Develops, leads and promotes a culture of self-reflection and reflective dialogue

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

Knowledge: The teacher leader demonstrates knowledge of. . .

1. Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes
2. Use of formative and summative data to inform the continuous improvement process
3. Analysis and interpretation of data from multiple sources

Performance: The teacher leader. . .

1. Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement
2. Models use of formative and summative data to inform the continuous improvement process
3. Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other

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

Knowledge: The teacher leader demonstrates knowledge of. . .

1. Child development and conditions in the home, culture and community and their influence on educational processes
2. Contextual considerations of the family, school, and community and their interaction with educational processes
3. Effective strategies for involvement of families and other stakeholders as part of a responsive culture

Performance: The teacher leader. . .

1. Develops colleagues' abilities to form effective relationships with families and other stakeholders
2. Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools

3. Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process

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

Knowledge: The teacher leader demonstrates knowledge of. . .

1. Effective identification and interpretation of data, research findings, and exemplary practices
2. Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement
3. Local, state and national policy decisions and their influence on instruction
4. The process to impact policy and to advocate on behalf of students and the community

Performance: The teacher leader. . .

1. Identifies and evaluates needs and opportunities
2. Generates ideas to effectively address solutions/needs
3. Analyzes feasibility of potential solutions and relevant policy context
4. Advocates effectively and responsibly to relevant audiences for realization of opportunities

Idaho Standards for Teacher Librarians

In addition to the standards listed here, teacher librarians must meet Idaho Core Teacher Standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The school library is a classroom that serves as the instructional center of the school and needs the expertise of a professionally trained teacher librarian. The teacher librarian is an experienced classroom teacher with additional specialized training in the discipline of school librarianship. In the rapidly evolving library landscape, teacher librarians promote and provide information literacy expertise in collaboration with the school community.

The management of a school library requires a special set of skills above and beyond those of a classroom teacher. Collection development and management, cataloging and resource sharing, technology use and maintenance, budgeting, ethical and effective information management, supervision of staff and volunteers, and providing ongoing professional development for staff are just some of the unique expectations for teacher librarians.

This document utilizes language and ideas adapted from the *Idaho Standards for Library Science Teachers* (2007) and the *ALA/AASL Standards for Initial Preparation of School Librarians* (2010).

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

Knowledge

1. The teacher librarian is an effective teacher with knowledge of learners and learning.
2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.
3. The teacher librarian recognizes the importance of developmentally appropriate and challenging learning experiences.

Performance

1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.

2. The teacher librarian collaborates with all members of the learning community to help meet individual learner needs.

3. The teacher librarian supports the staff by locating and providing resources that enable members of the learning community to become effective users of ideas and information.
4. The teacher librarian, independently and in collaboration with other teachers, designs and implements developmentally appropriate and challenging learning experiences.

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

Knowledge
1. The teacher librarian is aware of and respects the diverse cultures within the entire learning community.
2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse cultural needs of K-12 students and their communities.
3. The teacher librarian recognizes the importance of culturally significant learning experiences.

Performance
1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse cultures and communities of K-12 students.
2. The teacher librarian works with all members of the learning community to help determine and locate appropriate materials to respect their cultural diversity.

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

Knowledge
1. The teacher librarian has an understanding of evolving library spaces that provide a positive, productive learning environment, with enough time and space for all members of the learning community to access and utilize resources and technology.
2. The teacher librarian knows the importance of a balanced, organized, and varied library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.

Performance

1. The teacher librarian creates a positive environment to promote and model the habit of lifelong reading and learning.
2. The teacher librarian supports flexible, open access for library services.
3. The teacher librarian demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.
4. The teacher librarian facilitates access to information in a variety of formats.
5. The teacher librarian organizes, allocates, and manages the library resources, facilities, and materials to foster a user-friendly environment.
6. The teacher librarian provides a respectful, positive, and safe climate.
7. The teacher librarian models and facilitates the effective use of current and emerging digital tools and technology.
8. The teacher librarian proactively manages the unpredictable traffic flow, accounting for academic visits, drop-in traffic, and patron visits during non-instructional times, enforcing school expectations while maintaining a positive climate.

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

Knowledge

1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.
2. The teacher librarian understands the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).
3. The teacher librarian is familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, pleasure, and lifelong learning.
4. The teacher librarian understands the process of cataloging and classifying library materials using professional library standards.
5. The teacher librarian understands the process of information retrieval and resource sharing.
6. The teacher librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.
7. The teacher librarian understands the principles of basic budget planning and collection development (e.g., selection, processing, and discarding). The teacher librarian understands the grant application process.

8. The teacher librarian understands the importance of policies and procedures that support teaching and learning in school libraries.

Performance

1. The teacher librarian adheres to the legal and ethical tenets expressed in the ALA Policy on Confidentiality of Library Records, Privacy: An Interpretation of the Library Bill of Rights, and the ALA Code of Ethics.
2. The teacher librarian teaches and models the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).
3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.
4. The teacher librarian catalogs and classifies library materials using professional library standards.
5. The teacher librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.
6. The teacher librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.
7. The teacher librarian administers and trains staff to ensure an effective school library program.
8. The teacher librarian utilizes best practices to plan and budget resources in a fiscally responsible manner.
9. The teacher librarian uses professional publications that provide guidance in the selection of quality materials and to maintain current awareness of the emerging in the library field.
10. The teacher librarian develops, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

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

Knowledge

1. The teacher librarian understands the scope and sequence of curricula, how they interrelate, and the information resources needed to support them.

2. The teacher librarian has a wide range of cross-curricular interests and a broad set of interdisciplinary research skills.

Performance

1. The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.

2. The teacher librarian models multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes.
3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.
4. The teacher librarian determines collection development needs based on a variety of input, including curricula, patron input, circulation statistics, and professional reading.

5. The teacher librarian promotes appropriate use of relevant and reliable information and instruction technologies.

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

Knowledge

1. The teacher librarian understands many methods of assessing the library program.
2. The teacher librarian has an awareness of a wide variety of formative and summative assessment strategies.

Performance

1. The teacher librarian communicates and collaborates with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission.
2. The teacher librarian makes effective use of data and information to assess how the library program addresses the needs of diverse communities.
3. The teacher librarian collaborates with other teachers to create student assessment opportunities in a variety of formats.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas,

curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher librarian understands how to develop and implement the school library mission, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school.
2. The teacher librarian understands effective principles of teaching and learning in collaborative partnership with other educators.
3. The teacher librarian acknowledges the importance of participating in curriculum development.

Performance

1. The teacher librarian develops and implements the school library mission, goals, objectives, policies, and procedures.
2. The teacher librarian identifies appropriate services, resources, and technology to meet diverse learning needs.
3. The teacher librarian includes a variety of reading and information materials in instruction and prompts students through questioning techniques to improve performance.
4. The teacher librarian collaborates with other teachers as they create, implement, and evaluate lessons, and models the use of information tools to meet the developmental and individual needs of diverse students.
5. The teacher librarian uses appropriate print and/or electronic instructional resources to design learning experiences.
6. The teacher librarian models, shares, and promotes effective principles of teaching and learning in collaborative partnership with other educators.
7. The teacher librarian engages in school improvement processes by offering professional development to other educators as it relates to library and information use.

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

Knowledge

1. The teacher librarian understands how twenty-first century literacy skills support the learning needs of the school community.
2. The teacher librarian recognizes that the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources will support researching, learning, creating, and communicating in a digital society.

Performance

1. The teacher librarian designs and adapts relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.
2. The teacher librarian stimulates critical thinking through the skillful use of questioning techniques, and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, listening, and presenting.
3. The teacher librarian provides opportunities to foster higher order thinking skills and metacognition.
4. The teacher librarian provides access to information from a variety of sources to enrich learning for students and staff.
5. The teacher librarian uses appropriate instructional resources in a variety of formats to design learning experiences.
6. The teacher librarian employs strategies to integrate multiple literacies with content curriculum.
7. The teacher librarian integrates the use of emerging technologies as a means for effective and creative teaching and to support K-12 students' conceptual understanding, critical thinking and creative processes.
8. The teacher librarian collaborates with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure K-12 students are able to create meaning from text.
9. The teacher librarian serves all members of the learning community as facilitator, coach, guide, listener, trainer, and mentor.

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

Knowledge

1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.
2. The teacher librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.
3. The teacher librarian understands confidentiality issues related to library records.
4. The teacher librarian recognizes the importance of evaluating practice for improvement of the school library program.

Performance

1. The teacher librarian practices the ethical principles of the profession, advocates for intellectual freedom and privacy, and promotes and models digital citizenship and responsibility.
2. The teacher librarian educates the school community on the ethical use of information and ideas.
3. The teacher librarian uses evidence-based research to collect, interpret, and use data to improve practice in school libraries.
4. The teacher librarian models a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources.
5. The teacher librarian uses professional publications to keep current in the field and to assist in the selection of quality materials.

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

Knowledge

1. The teacher librarian understands various communication and public relations strategies.
2. The teacher librarian understands the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.
3. The teacher librarian recognizes the value of sharing expertise with others in the field.

Performance

1. The teacher librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.
2. The teacher librarian collaborates with colleagues to enhance the learning environment through improved communication techniques.
3. The teacher librarian works with colleagues to empower students with effective communication techniques and strategies.
4. The teacher librarian advocates for the school library program and the library profession.
5. The teacher librarian participates in decision-making groups to continually improve library services.

6. The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.

7. The teacher librarian demonstrates the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information.
8. The teacher librarian articulates the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.
9. The teacher librarian identifies stakeholders within and outside the school community who impact the school library program.
10. The teacher librarian advocates for school library and information programs, resources, and services.
11. The teacher librarian seeks to share expertise with others through in-service, local conferences, and other venues.

Idaho Foundation Standards for Visual and Performing Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Visual and Performing Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the history and foundation of arts education.

2. The teacher understands the processes and content of the arts discipline being taught.

3. The teacher understands the relationships between the arts and how the arts enhance a comprehensive curriculum.

4. The teacher understands how to interpret, critique, and assess the arts discipline being taught.

5. The teacher understands the cultural and historical contexts surrounding works of art.

6. The teacher understands that the arts communicate, challenge, and influence cultural and societal values.

7. The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints (e.g., formalist, feminist, social, and political).

8. 12. The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.

Performance

1. The teacher provides students with a knowledge base of historical, critical, performance, and aesthetic concepts.

2. The teacher helps students create, understand, and become involved in the arts relevant to students' interests and experiences.

3. The teacher demonstrates technical and expressive proficiency in the particular arts discipline being taught.

4. The teacher helps students identify relationships between the arts and a comprehensive curriculum.

5. The teacher provides instruction to make a broad range of art genres and relevant to students.
6. The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.

7. The teacher creates opportunities for students to explore a variety of perspectives and viewpoints related to the arts.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies –The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based on knowledge of subject matter, subjects, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands state standards for the arts discipline being taught and how to apply those standards in instructional planning.

2. The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative.

Performance

1. The teacher incorporates state standards for the arts discipline in his or her instructional planning.

2. The teacher demonstrates that the processes and uses of the tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher understands assessment strategies specific to the creative process.

2. The teacher understands the importance of providing appropriate opportunities for students to demonstrate what they know and can do in the arts.

3. The teacher understands how arts assessments enhance evaluation and student performance across a comprehensive curriculum (e.g. portfolio, critique, performance/presentation).

Performance

1. The teacher assesses students' learning and creative processes as well as finished products.

2. The teacher provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts.

3. The teacher provides a variety of arts assessments to evaluate student performance.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the importance of continued professional growth in his or her discipline.

Performance

1. The teacher contributes to his or her discipline (e.g., exhibits, performances, publications, and presentations).

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.

2. The teacher understands the unique relationships between the arts and their audiences.

Performance

1. The teacher promotes the arts for the enhancement of the school and the community.

2. The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

Knowledge

1. The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her art discipline.

2. The teacher understands the use and management of necessary performance and exhibit technologies specific to his or her discipline.

Performance

1. The teacher ensures that students have the skills and knowledge necessary to accomplish art task safety.

2. The teacher manages the simultaneous activities that take place daily in the arts classroom.

3. The teacher operates and manages necessary performance and exhibit technology specific to his or her discipline in a safe manner.

Idaho Standards for Drama Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Drama Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the history of theater as a form of entertainment and as a societal influence.

2. The teacher knows the basic theories and processes of play writing.

3. The teacher understands the history and process of acting and its various styles.

4. The teacher understands the elements and purpose of design and technologies specific to the art of theater (e.g., set, make-up, costume, lighting, and sound).

5. The teacher understands the theory and process of directing theater.

Performance

1. The teacher incorporates various styles of acting techniques to communicate character and to honor the playwright's intent.

2. The teacher supports individual interpretation of character, design, and other elements inherent to theater.

3. The teacher demonstrates proficiency in all aspects of technical theatre.

4. The teacher is able to direct shows for public performance.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standards 11: Learning Environment- The teacher creates and manages a safe, productive learning environment.

Knowledge

1. The teacher understands how to safely operate and maintain the theatre facility.

2. The teacher understands how to safely operate and maintain technical theatre equipment.

3. The teacher understands OSHA and State Safety standards specific to the discipline.

4. The teacher understands how to safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)

Performance

1. The teacher can safely operate and maintain the theatre facility.

2. The teacher can safely operate and maintain technical theatre equipment.

3. The teacher employs OSHA and State Safety standards specific to the discipline.

4. The teacher can safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)

Idaho Standards for Music Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Music Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language has been written by a committee of content experts and adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge
The teacher understands and knows how to teach:

1. Singing, alone and with others, a varied repertoire of music.

2. Performing on instruments, alone and with others, a varied repertoire of music.

3. Improvising melodies, variations, and accompaniments.

4. Composing and arranging music within specified guidelines.

5. Reading and notating music.

6. Listening to, analyzing, and describing music.

7. Evaluating music and music performances.

8. Understanding relationships between music, the other arts, and disciplines outside the arts.

9. Understanding music in relation to history and culture.

Performance
The teacher is able to demonstrate and teaches:

1. Singing, alone and with others, a varied repertoire of music.

2. Performing on instruments, alone and with others, a varied repertoire of music.

3. Improvising melodies, variations, and accompaniments.

4. Composing and arranging music within specified guidelines.

5. Reading and notating music.

6. Listening to, analyzing, and describing music.

7. Evaluating music and music performances.

8. Understanding relationships between music, the other arts, and disciplines outside the arts.

9. Understanding music in relation to history and culture.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands and knows how to design a variety of musical learning opportunities for students that demonstrate the sequential, holistic, and cumulative processes of music education.

Performance

1. The teacher is able to teach and engage students in a variety of musical learning opportunities that demonstrate the sequential, holistic, and cumulative processes of music education

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Visual Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Visual Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that are consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands a variety of media, styles, and techniques in multiple art forms.

2. The teacher has knowledge of individual artists' styles and understands the historical movements and cultural contexts of those works.

3. The teacher understands the elements and principles of art and how they relate to quality in works of art.

4. The teacher understands art vocabulary, its relevance to art interpretation, its relationship to other art forms and to disciplines across the curriculum.

5. The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection) and how to write an artist's statement.

6. The teacher understands the value of visual art as an expression of our culture and possible career choices.

Performance

1. The teacher applies a variety of media, styles, and techniques in multiple art forms.

2. The teacher instructs students in individual artist styles and understands historical movements and cultural context of the those work

3. The teacher applies the elements and principles of art and how they relate to quality in works of art.

4. The teacher applies art vocabulary, its relevance to art interpretation, and relationship to other art forms and to disciplines across the curriculum

5. The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product) and how to write an artist statement.

6. The teacher creates an emotionally safe environment for individual interpretation and expression in the visual arts.

7. The teacher makes reasoned and insightful selections of works of art to support teaching goals.

8. The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.

9. The teacher creates opportunities for students to realize the value of visual art as an expression of our culture and possible career choices.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for World Languages Teachers

All teacher candidates are expected to meet or exceed the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the World Languages Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that assures attainment of the standards and is consistent with its conceptual framework.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* *This language was written by a committee of content experts and has been adopted verbatim*.

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.

2. The teacher knows the target culture(s) in which the language is used.

3. The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.

4. The teacher knows the history, arts, and literature of the target culture(s).

5. The teacher know~~s~~ the current social, political, and economic realities of the countries related to the target language.

6. The teacher understands how the U.S. culture perceives the target language and culture(s).

7. The teacher understands how the U.S. is perceived by the target language culture(s).

8. The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

Performance

1. The teacher demonstrates advanced level speaking, reading and writing proficiencies as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages.

2. The teacher incorporates into instruction the following activities in the target language: listening, speaking, reading, writing, and culture.

3. The teacher promotes the value and benefits of world language learning to students, educators, and the community.

4. The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for the students to do so.

5. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.

6. The teacher systematically incorporates culture into instruction.

7. The teacher incorporates discussions of the target culture's contributions to the students' culture and vice-versa.

8. The teacher encourages students to understand that culture and language are intrinsically tied.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.

2. The teacher understands that cultural knowledge is essential for the development of second language acquisition.

3. The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed for successful language learning.

4. The teacher knows the methodologies and theories specific to second language acquisition.

5. The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.

Performance

1. The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.

2. The teacher integrates cultural knowledge into language instruction.

3. The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.

4. The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students' understanding and fluency.

5. The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Knowledge

1. The teacher understands that gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs and other factors play a role in how individuals perceive and relate to their own culture and that of others.

2. The teacher understands that students' diverse learning styles affect the process of second-language acquisition.

Performance

1. The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.

2. The teacher differentiates instruction to incorporate the diverse needs of the students' cognitive, emotional and psychological learning styles.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher understands that world language~~s~~ methodologies continue~~s~~ to change in response to emerging research.

2. The teacher understands instructional practices that balances content-focused and form-focused learning.

3. The teacher knows instructional strategies that foster higher-level thinking skills such as critical-thinking and problem solving.

Performance

1. The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.

2. The teacher remains current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.

3. The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

Standard 5: Classroom Motivation and Management Skills - Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

Knowledge

1. The teacher understands that, due to the nature of second-language acquisition, students need additional instruction in positive group/pair work and focused practice.

2. The teacher knows current practices of classroom management techniques that successfully allow for a variety of activities, such as listening and speaking, that take place in a world language classroom.

Performance

1. The teacher implements classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom

Knowledge

1. The teacher understands of the extension and broadening of previously gained knowledge in order to communicate clearly in the target language.

Performance

1. The teacher uses a variety of techniques to foster fluency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.

Standard 7: Instructional Planning Skills -The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The teacher understands how to incorporate the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

2. The teacher knows how to design lesson plans, based on ACTFL Standards, research-based practices and a variety of proficiency guidelines, that enhance student understanding of the target language and culture.

3. The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Performance

1. The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

2. The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.

3. The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Standard 8: Assessment of Student Learning -The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.

2. The teacher has the skills to assess proficiency in listening, speaking, reading, writing and culture, which is based on a continuum.

3. The teacher understands the importance of assessing the content and the form of communication.

Performance

1. The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.

2. The teacher employs a variety of ways to assess listening, speaking, reading, writing, and culture, using both formative and summative assessments.

3. The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

4. The teacher appropriately assesses for both the content and form of communication.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.

2. The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.

3. The teacher is able to communicate to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

4. The teacher understands the effects of second language study on first language.

Performance

1. The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.

2. The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.

3. The teacher encourages students to participate in community experiences related to the target culture.

4. The teacher communicates to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

Glossary of Terms

ACTFL Proficiency Guidelines – a nationally developed and agreed upon set of descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired.
http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

American Council of Teachers of Foreign Languages (ACTFL) – an organization for world language professionals of K-12 and higher education

Content-Based Instruction (CBI) – a method of teaching language where content is a means to language acquisition, and supports proficiency with challenging, informative, and complex communication

Critical thinking – an intellectually disciplined process of actively and skillfully applying, analyzing, synthesizing, and or evaluating information, which in its exemplary form transcends subject matter disciplines

Form-Focused Instruction (FFI) - attention to the formal aspects of language (grammar, spelling, intonation, etc.) and is a cognitive approach to language learning which holds that second language proficiency resides in both rule-based and exemplar-based knowledge. Rule-based knowledge consists of linguistic rules and is form-oriented, whereas the exemplar-based system consists of chunks of language: instances of language that are unanalysed and stored as a whole in our memories.

Scaffolding - a process that enables a student to solve a problem, carry out a task, or achieve a goal which otherwise would be beyond his or her unassisted efforts including instructional, procedural, and verbal techniques. See Zone of Proximal Development (ZPD)

Zone of Proximal Development (ZPD) - the distance or cognitive gap between what a learner can do without assistance and what that learner can do with a more capable peer or skilled adult, a locus for scaffolding

Other Teacher Endorsement Areas

Several teacher endorsement areas were not individually addressed in the current standards (refer to list below), given the small number of courses offered in these specific areas.

To be recommended for endorsement in these content areas, a candidate must meet the Idaho Core Teacher Standards and any current standards of their professional organization(s).

Content/Endorsement Areas

- Humanities *
- Psychology
- Sociology

** The Idaho Standards for the Initial Certification of Teachers address content areas traditionally categorized as humanities requirements for students (e.g. music, drama, art, foreign language).*

Idaho Foundation Standards for the Preparation of School Administrators

All school administrators, including principals, special education directors, and superintendents, must meet the following Idaho Foundation Standards for School Administrators and the standards specific to their certification area at the "acceptable" level or above.

The following knowledge and performance statements for the Foundation Standards for School Administrators are widely recognized, but not all-encompassing or absolute, indicators that School Administrator candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of preparation programs to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Administrator's profession is their disposition. Professional dispositions are how the Administrator views the education profession, their content area, and/or students and their learning. Every preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for Administrator dispositions.

** This language was written by a committee of content experts and has been adopted verbatim. These standards are grounded in the Educational Leadership Policy Standards: ISLLC (Interstate School Leaders Licensure Consortium) 2008, as adopted by the National Policy Board for Education Administration.*

~~Standard 1: Visionary and Strategic Leadership - A school administrator is an educational leader who promotes the success of each students and staff member by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.~~

~~Knowledge~~

~~1. The administrator understands that each student can learn and that varied and data-informed learning goals are an important part of the process.~~

~~2. The administrator understands the principles of developing and implementing strategic plans.~~

~~3. The administrator understands systems theory and its application to educational settings.~~

~~4. The administrator knows effective individual and group communication skills.~~

~~5. The administrator knows group leadership and decision-making skills.~~

~~6. The administrator knows team-building, coaching, mediation, negotiation, and consensus-building skills.~~

~~Performance~~

~~1. The administrator facilitates processes and engages in activities that create a shared vision and mission with all stakeholders.~~

~~2. The administrator uses effective individual and group communication skills.~~

~~3. The administrator engages others to ensure that a clearly articulated strategic plan is implemented, monitored, evaluated, and revised.~~

~~4. The administrator acknowledges the contributions of the school community to the realizations of the vision and mission.~~

~~5. The administrator seeks and allocates resources to support the strategic plan.~~

~~6. The administrator models professional growth, and supports the professional growth of the community of learners.~~

~~7. The administrator makes decisions through the application of systems theory.~~

~~8. The administrator uses varied sources of information, data collection, and data analysis strategies for the purpose of planning school improvement and increasing student achievement.~~

~~9. The administrator demonstrates and encourages strategies to facilitate the improved learning of each student.~~

~~10. The administrator ensures that each student is educated in an appropriate and the least restrictive learning environment.~~

~~11. The administrator practices team building, coaching, mediation, negotiation, and consensus building.~~

~~Standard 2: Instructional Leadership - The school administrator is an educational leader who promotes the success of each student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.~~

~~Knowledge~~

~~1. The administrator understands how to enhance school culture and instructional programs through research, best practice, and curriculum design.~~

~~2. The administrator knows how to develop and implement a standards-based curriculum that aligns with assessment.~~

~~3. The administrator understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.~~

~~4. The administrator understands student growth and development.~~

~~5. The administrator understands the effective use of assessment and evaluation.~~

~~6. The administrator understands adult learning and professional development.~~

~~7. The administrator understands the change process for systems, organizations, and individuals.~~

~~8. The administrator knows how to effectively use instructional supervision, evaluation, and due process.~~

~~9. The administrator understands community diversity and its influence on education.~~

~~10. The administrator understands the essential role of technology in education.~~

~~11. The administrator understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.~~

~~Performance~~

~~1. The school administrator oversees the development, implementation, evaluation, and refinement of curriculum and assessment based on research, best practice, teacher expertise, student and community needs, and state and national curriculum standards.~~

~~2. The administrator promotes a culture of high expectations and life-long learning for self, students, and staff.~~

~~3. The administrator promotes a school environment in which the responsibilities and contributions of students, parents/guardians, and staff members are valued.~~

~~4. The administrator promotes effective and innovative research-based instructional strategies.~~

~~5. The administrator researches a variety of information sources to make decisions that organize and align the school for success.~~

~~6. The administrator reduces barriers through proactive identification, clarification, and resolution of problems.~~

~~7. The administrator uses data to monitor student achievement.~~

~~8. The administrator supervises, evaluates, and assists teachers.~~

~~9. The administrator creates a learning environment that recognizes diversity.~~

~~10. The administrator uses and promotes technology to advance student learning, accommodate student needs, professional development, and overall school success.~~

~~11. The administrator participates in professional organizations.~~

~~12. The administrator promotes instructional goals and objectives that integrate academic, co-curricular, and extracurricular programs.~~

~~***Standard 3: Management and Organizational Leadership - A school administrator is an educational leader who promotes and manages a safe, efficient, and effective learning organization for the success of each student.***~~

~~**Knowledge**~~

~~1. The administrator understands organizational theories.~~

~~2. The administrator understands operational policies and procedures.~~

~~3. The administrator knows school safety and security principles and issues.~~

~~4. The administrator understands human resources management.~~

~~5. The administrator knows sound fiscal operations principles and issues.~~

~~6. The administrator knows school facilities and use of space principles and issues.~~

~~7. The administrator understands legal issues impacting personnel, management, and operations.~~

~~8. The administrator understands current technologies that effectively support management functions.~~

~~9. The administrator understands principles and procedures of problem solving, conflict resolution, and group processes.~~

~~**Performance**~~

~~1. The administrator uses knowledge of learning, teaching, and student development in making management decisions based on current, valid research.~~

~~2. The administrator designs and manages operational and organizational procedures to maximize opportunities for successful learning.~~

~~3. The administrator uses and actively promotes problem-solving and conflict management skills and strategies that foster positive educational outcomes.~~

~~4. The administrator uses knowledge of collective bargaining and other contractual agreements.~~

~~5. The administrator implements and monitors high-quality standards related to management performances.~~

~~6. The administrator manages the operations school facilities, equipment, and support services to provide an environment conducive to learning.~~

~~7. The administrator involves stakeholders in shared decision-making.~~

~~8. The administrator recognizes potential problems and opportunities and acts on them in a timely manner.~~

~~9. The administrator uses effective communication skills.~~

~~10. The administrator aligns all resources, using appropriate technology available to maximize attainment of school and organizational goals.~~

~~11. The administrator implements records management that meets confidentiality and documentation requirements.~~

~~12. The administrator facilitates recruitment, mentoring, coaching, supervision, and evaluation of personnel to accomplish goals of the school and district.~~

~~***Standard 4: Family and Community Partnerships - A school administrator is an educational leader who promotes the success of each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.***~~

~~**Knowledge**~~

~~1. The administrator understands emerging issues and trends impacting families, school, and community.~~

~~2. The administrator knows resources available in the community.~~

~~3. The administrator understands public relations, successful partnerships, and marketing strategies.~~

~~**Performance**~~

~~1. The administrator develops relationships with community leaders through visibility and involvement within the larger community.~~

~~2. The administrator uses relevant information about family and community concerns, expectations, and needs.~~

~~3. The administrator facilitates opportunities between the school and community to share resources.~~

~~4. The administrator establishes partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.~~

~~5. The administrator integrates community and youth/family services with school programs.~~

~~6. The administrator facilitates activities that recognize and value diversity within the family, community, school, and district.~~

~~7. The administrator develops and maintains a comprehensive network of community and media connections.~~

~~8. The administrator models and supports the use of collaborative skills.~~

~~***Standard 5: Professional and Ethical Leadership - The school administrator is a professional, who demonstrates personal and professional values, ethics, and integrity.***~~

~~**Knowledge**~~

~~1. The administrator understands the purposes of education.~~

~~2. The administrator understands the roles of leadership.~~

~~3. The administrator understands ethical frameworks and perspectives.~~

~~4. The administrator understands the diverse values of a community.~~

~~5. The administrator knows the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.~~

~~**Performance**~~

~~1. The administrator behaves in a manner consistent with the values, beliefs, and attitudes that inspire others to higher levels of performance.~~

~~2. The administrator demonstrates responsibility for the learning of each student.~~

~~3. The administrator demonstrates sensitivity regarding the impact of administrative practices on others.~~

~~4. The administrator demonstrates appreciation for and sensitivity to the diversity in the school community.~~

~~5. The administrator adheres to the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.~~

~~6. The administrator requires ethical, professional behavior in others.~~

~~7. The administrator interacts with all individuals with consistency, fairness, dignity, and respect.~~

~~8. The administrator implements appropriate policies and facilitates procedures to protect individual rights.~~

~~Standard 6: Governance and Legal Leadership - A school administrator is an educational leader who promotes the success of each student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.~~

~~Knowledge~~

~~1. The administrator understands the role of public education in developing and renewing a democratic society and an economically productive nation.~~

~~2. The administrator knows principles of representative governance that underpin the system of American education.~~

~~3. The administrator understands the political, social, cultural, and economic systems and processes that support and impact education.~~

~~4. The administrator understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.~~

~~5. The administrator understands global issues affecting teaching and learning.~~

~~6. The administrator understands the dynamics of policy development and advocacy under a democratic political system.~~

~~7. The administrator understands the importance of diversity and equity in a democratic society.~~

~~8. The administrator knows the law as related to education.~~

~~9. The administrator understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.~~

~~Performance~~

~~1. The administrator facilitates and engages in activities to shape public policy in order to enhance education.~~

~~2. The administrator facilitates communication with the school community concerning trends, issues, and potential forces affecting education.~~

~~3. The administrator engages representatives of diverse community groups in ongoing dialogue.~~

~~4. The administrator develops lines of communication with decision-makers outside of the school community.~~

~~5. The administrator facilitates a governance system to meet local needs within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.~~

~~6. The administrator adheres to the law and district policies.~~

~~7. The administrator implements appropriate policies and facilitates to protect student rights and improve student opportunities for success.~~

School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Standard 1: School Culture— Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors. The School Administrator:

Knowledge

1. Understands the importance of eliciting feedback that measures the school and community perceptions.
2. Understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.
3. Understands disciplinary policies and multiple strategies for intervention that occur prior to removal of students.
4. Understands methods for responding to conflict.

Performance

1. Demonstrates ability to disaggregate school climate data to collaboratively engage faculty, staff, students, and parents in identifying concerns or threats to school safety.
2. Demonstrates ability to proactively engage staff in conflict resolution.
3. Demonstrates ability to establish rules and related consequences designed to keep students safe.
4. Demonstrates ability to individually and/or collaboratively monitor school climate by gathering data about student and staff perceptions.
5. Demonstrates ability to connect appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings.
6. Demonstrates ability to use data to monitor and improve school climate.
7. Demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.

Standard 2: Communication— Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders. The School Administrator:

Knowledge

1. Understands the importance of making organizational decisions based upon the mission and vision of the school and district.

2. Understands effective communication strategies

3. Understands the importance of the school improvement plan and adjusting it based on data, including input from district and school staff.

Performance

1. Demonstrates ability to develop and monitor school goals, programs, and actions to ensure that they support the school's vision and mission.

2. Demonstrates ability to develop and facilitate a clear, timely communication plan across the school's departments to support effective and efficient school operations.

3. Demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.

4. Demonstrates ability to ensure that stakeholders have meaningful input in the school's vision and mission, aligning with academic and social learning goals for students.

Standard 3: Advocacy— Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. The School Administrator:

Knowledge

1. Understands the importance of inviting community input and using the input to inform decisions

2. Understands cultural diversity and its importance in the schools learning community.

Performance

1. Demonstrates the ability to develop and implement opportunities for involving community in school activities that support teaching and learning.

2. Demonstrates the ability to promote appreciation and understanding of diverse cultural opportunities and integrate them in the schools learning community.

Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Standard 4: Shared Leadership— Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth. The School Administrator:

Knowledge

1. Understands the importance of providing staff equal access to opportunities for learning, leadership, and advancement.

2. Understands the importance of developing and implementing distributed leadership as part of the process of shared governance.

3. Understands the importance of developing and using Professional Learning Plans to encourage professional growth and expand competencies.

Performance

1. Demonstrates the ability to use Professional Learning Plans to provide feedback on professional behavior to teachers and other staff and remediates behavior as needed.

2. Demonstrates the ability to create structured opportunities for instructional staff and other staff to expand leadership through the use of reflections, mentoring, feedback, and learning plans.

Standard 5: Priority Management— Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities. The School Administrator:

Knowledge

1. Understands the importance of prioritizing the use of school time to ensure that staff activities focus on improvement of student learning and school culture.

2. Understands the importance of prioritizing school time to ensure that student activities are focused on high leverage activities and school priority areas as delineated by the School Improvement Plan.

3. Applies project management to systems throughout the school and systematic monitoring and collaboration with stakeholders.

4. Understands the importance of clear and consistent processes and systems to manage change.

5. Understands the importance of school staff and other stakeholders adhering to established processes and procedures.

Performance

1. Demonstrates the ability to manage projects using lists of milestones and deadlines, and document the impact of change.

2. Demonstrates the ability to apply project management to systems and systematically monitor and collaborate with stakeholders.

Standard 6: Transparency— Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions. The School Administrator:

Knowledge

1. Understands emerging issues and trends impacting families, school, and community.
2. Understands available resources in the community.
3. Understands the value of transparency regarding decision making and the allocation of resources.
4. Understands the importance of seeking input from stakeholders and takes all perspectives into consideration when making decisions.

Performance

1. Provides rationale for decisions regarding the allocation of resources.
2. Develops a plan that solicits input from all stakeholders to create and sustain a culture of collaboration, trust, learning, and high expectation.

Standard 7 -Leadership Renewal: Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others. The School Administrator:

Knowledge

1. Understands the roles of leadership.
2. Understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.
3. Understands the political, social, cultural, and economic systems and processes that support and impact education.
4. Understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.

Performance

1. Creates and implements an individual professional learning plan.
2. Enhances leadership skills through collaboration with colleagues and professional development.
3. Uses feedback, surveys, and evaluations that inform professional development and improve professional practice by consistently monitoring progress.
4. Communicates results of self-reflection after evaluating his/her own practice and consults with evaluator, adjusting accordingly.
5. Uses self-reflection and data that are aligned to school and district vision and/or needs to drive improvement in leadership skills, school culture, and student learning.

Standard 8 Accountability— Administrator establishes high standards for professional, legal, ethical, and fiscal accountability. The School Administrator:

Knowledge

1. Understands operational policies and procedures.
2. Understands human resources management.
3. Understands sound fiscal operations principles and issues.
4. Understands facilities maintenance and principles regarding use of space and educational suitability.
5. Understands legal issues impacting personnel, management, and operations.
6. Understands ethical frameworks and perspectives.

7. Understands the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.
8. Understands policies and laws related to school and district.

Performance

1. Demonstrates the ability to create a site budget that allocates available fiscal, personnel, space, and material resources in an appropriate legal and equitable manner.
2. Demonstrates the ability to develop a budget that appropriately utilizes federal funds and grant allocations.

Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 9 Innovation— Administrator seeks and implements innovative and effective solutions that comply with general and special education law. The School Administrator:

Knowledge

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.
2. Understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.
3. Understands student growth and development.
4. Understands adult learning and professional development.
5. Understands the change process for systems, organizations, and individuals.
6. Understands the essential role of technology in education.

Performance

1. Provides opportunities for staff to utilize research based strategies to refine curriculum implementation and encourage purposeful innovation.
2. Engages instructional staff in collaborative analysis to plan for continuous academic improvement.
3. Ensures innovation adheres to all local, state, and federal laws and policies and regulations.

Standard 10 Instructional Vision— Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject. The School Administrator:

Knowledge

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.

2. Understands how to enhance the school culture and instructional programs through research, best practice, and curriculum design.
3. Understands the effective use of assessment and evaluation.
4. Understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

Performance

1. Provides time, space, and opportunities for instruction.

2. Ensures instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.

3. Promotes an instructional vision that includes the process of curriculum alignment in collaboration with a systematic, continuous process to fully align the curriculum horizontally and vertically with the standards.

4. Creates an action plan for instructional improvement designed to increase student achievement.

Standard 11 High Expectations— Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being. The School Administrator:

Knowledge

1. Understands the difference between, and the appropriate use of formative and summative assessments.
2. Understands the process for developing common formative benchmark assessments or rubrics.
3. Understands how to use data to guide student instruction and tiered intervention.
4. Understands how to identify at risk students.
5. Understands the laws and regulations associated with special student populations.
6. Understands the importance of collaboration and the critical role principals play in establishing high expectations for student learning.
7. Understands the role that frequent collaboration plays in analyzing student growth data to identify critical content achievement gaps.
8. Understands various intervention strategies to be implemented to close achievement gaps.
9. Understands multiple methods for monitoring and documenting instructional practices including behavioral supports.

Understands the importance of implementing a comprehensive approach to learning that integrates researched based practices to address the whole child.

Understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.

Performance

1. Uses data to guide instruction and develop/implement appropriate interventions and student improvement plans.
2. Has used observation and evaluation methods to supervise instructional personnel.
3. Conducts student response teams that integrate research based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.

Standard 12 Continuous Improvement of Instruction— Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision. The School Administrator:

Knowledge

1. Understands that the evaluation process is used to improve instructional practice.
2. Understands the use of multiple measures of student performance data to improve classroom instruction.
3. Understands the role of professional learning plans during the evaluation process, using self-reflection, student growth goals and formative and summative conversations at the beginning and ending of the year to improve teacher effectiveness.

Performance:

1. Collaborates with staff and teachers to create individualized professional learning plans and encourages staff to incorporate reflective goal setting practices prior to the school year.
2. Collects formative assessment and student growth data during the course of the school year to inform summative evaluation and instructional goal setting.
3. Uses data to inform school wide professional development.

Standard 13 Evaluation— Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching. The School Administrator:

Knowledge:

1. Understands laws and policies governing staff evaluation.
2. Understands the Idaho adopted framework for teaching.
3. Understands differentiated tools for evaluation of all staff.
4. Understands effective instructional supervision, evaluation, and due process.

Performance

1. Assesses all staff performance with accuracy and consistency.

2. Creates processes to provide formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using data to inform professional development.

Standard 14 Recruitment and Retention— Administrator recruits and maintains a high quality staff. The School Administrator:

Knowledge

1. Understands laws regarding highly qualified requirements for teachers.
2. Understands laws and policies governing hiring and retaining personnel.
3. Understands multiple interview strategies and techniques for hiring teachers.
4. Understands the process and research based practices of mentoring.

Performance

1. Demonstrates appropriate use of hiring procedures in accordance with accepted practices/policies.

2. Creates a model for an effective school environment where staff is valued, teams are supported, and achievements are consistently celebrated.
3. Creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.

Idaho Standards for School Superintendents

In addition to the standards listed here, school superintendents must meet Idaho Foundation Standards for School Administrators as they apply to the superintendency.
**This language was written by a committee of content experts and has been adopted verbatim.*

School Climate
An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Collaborative Leadership
An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Instructional Leadership
An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 1: Superintendent Leadership - The superintendent is the catalyst and the advocate for an effective school community; demonstrates an enhanced knowledge, thorough understanding, and performance within all six standards listed in the Idaho Foundation Standards for School Administrators; and is prepared to lead a school system with increasing organizational complexity.

Knowledge
1. The superintendent understands the dynamics of systemic change within school districts.

2. The superintendent understands the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability.

3. The superintendent knows the breadth of P-12 curriculum and instructional programs.

4. The superintendent knows the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.

5. The superintendent understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.

6. The superintendent knows the role of local, regional, state, national and international partnerships in the development of educational opportunities and support services for students.

7. The superintendent understands the district's role in and responsibility for employee induction, career development, and enhancement.

8. The superintendent understands the organizational complexity of school districts, drawing from systems and organizational theory.

9. The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management.

10. The superintendent knows the importance of district-wide policy development and effective implementation.

11. The superintendent understands the responsibility and need to promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.

12. The superintendent understands the responsibility and need for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.

13. The superintendent understands the importance of developing and fostering a productive relationship with the board.

14. Understands importance of working effectively in the political environment at district, local, and state levels.

Performance

1. The superintendent promotes district-wide innovation and change through the application of a systems approach.

~~2. The superintendent accepts responsibility and promotes strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.~~

~~3. The superintendent accepts responsibility for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.~~

4. The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts.

5. The superintendent fosters, creates, and sustains local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.

6. The superintendent creates a system by which all employees have opportunities to seek career development and enhancement.

7. The superintendent advises the board of trustees on legal, ethical, and current educational issues and provides/encourages ongoing professional development.

8. The superintendent works effectively within the organizational complexity of school districts.

9. The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.

10. The superintendent develops and implements effective plans to manage district fiscal, capital, and human resources.

~~Standard 2: Instructional Leadership - The school administrator special education director is an educational leader who promotes the success of each student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.~~

~~Standard 3: Management and Organizational Leadership - A school administrator special education director is an educational leader who promotes and manages a safe, efficient, and effective learning organization for the success of each student.~~

~~Standard 4: Family and Community Partnerships - A school administrator special education director is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.~~

~~***Standard 5: Professional and Ethical Leadership - The school administrator special education director is a professional, who demonstrates personal and professional values, ethics, and integrity.***~~

~~***Standard 6: Governance and Legal Leadership - A school administrator special education director is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.***~~

Standard 2: Communication— Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy— Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. T

Standard 4: Shared Leadership— Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Standard 5: Priority Management— Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Standard 6: Transparency— Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7 -Leadership Renewal: Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8 Accountability— Administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9 Innovation— Administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10 Instructional Vision— Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Standard 11 High Expectations— Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Standard 12 Continuous Improvement of Instruction— Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Standard 13 Evaluation— Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Standard 14 Recruitment and Retention— Administrator recruits and maintains a high quality staff.

Idaho Standards for Special Education Directors

In addition to the standards listed here, special education directors must meet Idaho Foundation Standards for School Administrators as they apply to special education directors.

** This language was written by a committee of content experts and has been adopted verbatim.*

School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

~~***Standard 1: Visionary and Strategic Leadership A***~~***a*** ~~***school administrator***~~ ***special education director*** ~~***is an educational leader who promotes the success of each student and staff member by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.***~~

~~***Standard 2: Instructional Leadership - The school administrator***~~ ***special education director*** ~~***is an educational leader who promotes the success of each student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.***~~

~~***Standard 3: Management and Organizational Leadership - A school administrator***~~ ***special education director*** ~~***is an educational leader who promotes and manages a safe, efficient, and effective learning organization for the success of each student.***~~

~~***Standard 4: Family and Community Partnerships - A school administrator***~~ ***special education director*** ~~***is an educational leader who promotes the success of all students by collaborating***~~

~~***with families and community members, responding to diverse community interests and needs, and mobilizing community resources.***~~

~~***Standard 5: Professional and Ethical Leadership - The school administrator special education director is a professional, who demonstrates personal and professional values, ethics, and integrity.***~~

~~***Standard 6: Governance and Legal Leadership - A school administrator special education director is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.***~~

Standard 1: School Culture— Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

Standard 2: Communication— Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy— Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. T

Standard 4: Shared Leadership— Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Standard 5: Priority Management— Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge

1. The special education director knows about curriculum, instruction, school activities, and environments to increase program accessibility for students with special needs.

2. The special education director understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.

~~3. The special education director understands how to advocate for and access resources to meet the needs of staff, students, and parents and to facilitate their effective participation.~~

The special education director understands how to manage workflow and access resources to meet the needs of staff, students, and parents.

4. The special education director understands the use of technology in referral processes, ~~IEP~~ Individual Education Plan development, and records management.

Performance

1. The special education director advocates for and implements curriculum, instruction, activities, and school environments that are accessible to special populations.

2. The special education director implements the special education processes and procedures required by federal, state and school district policies.

3. The special education director advocates for, seeks, and directs resources to meet staff, student and parent needs.

Standard 6: Transparency— Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7 -Leadership Renewal: Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8 Accountability— Administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9 Innovation— Administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10 Instructional Vision—Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge

1. The special education director understands the concept and best practices of least restrictive environment.

2. The special education director understands the importance of post-school outcomes and articulates a full range of services and supports for students with disabilities ages three to twenty-one to maximize their potential.

3. The special education director understands the importance of collaboration to provide general education targeted interventions.

Performance

1. The special education director collaborates with community, staff, and students to explain and implement the concepts and goals of best practice in the least restrictive environment.

~~2. The special education director participates in district planning processes.~~

The special education director engages in district planning processes that cultivate a shared vision for meeting the needs of all learners.

Standard 11 High Expectations— Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Standard 12 Continuous Improvement of Instruction— Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge

1. The special education director knows instructional and behavioral strategies for meeting the needs of special populations.

2. The special education director knows how to plan, write, implement, and access Individual Education Programs.

3. The special education director understands the role of assistive and adaptive technology and related services in instruction.

4. The special education director understands community-based instruction and experiences for students.

5. The special education director understands how to use data to determine instructional needs and to develop professional training to meet those needs.

The special education director understands statewide assessment policies.

Performance

1. The special education director serves as a resource for staff and administration concerning instructional and behavioral strategies for meeting the needs of special populations as well as allocating appropriate resources.

2. The special education director ensures that data is used to provide appropriate individualized educational programs and supports, and develops and implements services in school and community environments.

3. The special education director ensures the fulfillment of federal and state requirements related to the instruction and assessment of special populations.

Standard 13 Evaluation— Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Standard 14 Recruitment and Retention— Administrator recruits and maintains a high quality staff.

Idaho Standards for School Counselors

The purpose of the standards for school counselors is to promote and enhance the learning process. To that end, the school counselor standards facilitate school counselor performance in three broad domains: Academic/Technical Development, Career Development, and Personal/Social Development.

The following knowledge and performance statements for the School Counselors Standards are widely recognized, but not all-encompassing or absolute, indicators that School Counselors have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of preparation programs to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Counselor's profession is their disposition. Professional dispositions are how the School Counselor views the education profession, their content area, and/or students and their learning. Every preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Counselor dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Standards of Practices - The school counselor understands the history and foundations of the counseling profession; various counseling theories and techniques; cultural sensitivity; advocacy of public policy applicable to services for students and their families; professional ethics and legal standards and requirements; and continued professional development.

Knowledge

1. The school counselor understands the Idaho Comprehensive School Counseling Program Model.

2. The school counselor understands the history and foundations of school counseling and related fields.

3. The school counselor understands a variety of counseling theories and techniques.

4. The school counselor understands the dynamics of cultural diversity.

5. The school counselor knows the importance of advocacy.

6. The school counselor knows the appropriate ethical and legal standards and requirements.

7. The school counselor knows the importance of continued professional development.

8. The school counselor knows how to access community resources and professionals to aid students and their families.

Performance

1. The school counselor uses appropriate individual and group counseling skills in each domain, (i.e., academic/technical development, career development, and personal/social development).

2. The school counselor uses appropriate intervention strategies.

3. The school counselor uses appropriate consulting, collaborating, and team-building skills within each domain.

4. The school counselor adheres to the appropriate school-counseling role as described in the Idaho Comprehensive School Counseling Program Model.

5. The school counselor maintains certification and engages in continued professional development.

6. The school counselor adheres to professional, ethical, and legal standards.

7. The school counselor identifies and accesses appropriate community resources and professionals to aid students and their families.

Standard 2: Academic/Technical Development Domain - The school counselor understands the knowledge, attitudes, and skills that contribute to effective lifelong learning.

Knowledge

1. The school counselor knows developmental theories.

2. The school counselor understands various learning styles.

3. The school counselor understands family systems and their impact on learning.

4. The school counselor understands educational systems.

5. The school counselor is familiar with P-16 curriculum and its relationship to lifelong learning.

6. The school counselor understands how diversity influences lifelong learning.

Performance

1. The school counselor identifies and engages students in activities that demonstrate how changing preferences affect life goals.

2. The school counselor meets the standards in the Idaho Comprehensive School Counseling Program Model in the Academic/Technical Development Domain.

Standard 3: Academic/Technical Development Domain - The school counselor understands and uses strategies that assist students in achieving academic/technical success and satisfaction.

Knowledge

1. The school counselor knows a variety of decision-making and problem-solving models.

2. The school counselor understands how attitudes and behaviors relate to successful learning.

3. The school counselor understands models of time management, task management, and study skills.

4. The school counselor knows the importance of personal choice and responsibility.

5. The school counselor knows a variety of assessments and interpretation techniques and understands their role in educational planning.

Performance

1. The school counselor uses information on how personal criteria and environmental conditions influence the process of educational decision making and the development of life goals.

2. The school counselor implements related curriculum and activities focused on the effects of education, work, and family on individual decision making.

3. The school counselor models time management and task management skills.

4. The school counselor presents and disseminates information on appropriate study skills necessary for academic success at each level.

5. The school counselor uses a variety of assessments and interpretation techniques for educational planning.

6. The school counselor integrates the most appropriate technology available into the counseling program; uses this technology to optimize program administration and to meet student needs; and models the use of this technology for students and colleagues.

Standard 4: Academic/Technical Development Domain - The school counselor understands the relationship among personal qualities, education and training, and the world of work.

Knowledge

1. The school counselor knows appropriate goal-setting techniques.

2. The school counselor understands the process of establishing short- and long-range goals.

3. The school counselor understands the process of identifying specific strategies to accomplish life goals.

Performance

1. The school counselor uses skills to access knowledge of self and work in order to develop education and training goals.

2. The school counselor engages students in establishing short- and long-range goals.

3. The school counselor identifies specific strategies to accomplish life goals (e.g., acquisition of knowledge, skills, and abilities necessary for success).

Standard 5: Academic/Technical Development Domain - The school counselor understands the relationship of academics to life in the community and at home.

Knowledge

1. The school counselor understands the effects that values and lifestyle have on academics.

2. The school counselor understands that the needs of the community affect life choices.

3. The school counselor understands how local, state, and global economies affect individuals.

Performance

1. The school counselor describes the importance of learning as it affects values and lifestyle.

2. The school counselor links the needs of the community to students' life choices.

3. The school counselor communicates the effects of local, state, and global economies on student planning.

Standard 6: Career Development Domain - The school counselor knows the skills necessary to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Knowledge

1. The school counselor knows career development theories.

2. The school counselor understands the value of self-awareness in career decision making.

3. The school counselor knows how to research and obtain career information.

4. The school counselor knows how to evaluate and interpret career information.

5. The school counselor understands the risks and rewards within various career options.

6. The school counselor understands the skills, behaviors, and attitudes necessary for the world of work.

7. The school counselor knows how to identify post-high school options.

Performance

1. The school counselor uses and evaluates research and information resources to obtain career information.

2. The school counselor facilitates understanding of the value of self-awareness in career decision making.

3. The school counselor gathers and dispenses information to identify post-high school options.

4. The school counselor identifies risks and rewards of various career options.

5. The school counselor disseminates information on prospective employers, organization structures, and employer expectations.

6. The school counselor promotes networking, negotiating, and mentoring in career development.

Standard 7: Career Development Domain - The school counselor understands strategies to achieve career success and satisfaction.

Knowledge

1. The school counselor knows education, training, and career decision-making strategies.
2. The school counselor understands the effects of education, work, and family values on individual career decisions.
3. The school counselor recognizes that personal and environmental conditions affect decision making.
4. The school counselor understands personal consequences of making and not making decisions.

Performance

1. The school counselor describes criteria for making personal decisions about education, training, and career goals.

2. The school counselor describes the effects of education, work, and family values on individual career decisions.

3. The school counselor identifies personal and environmental conditions that affect decision making.

4. The school counselor helps students understand personal consequences of making and not making decisions.

5. The school counselor creates and implements collaborative learning experiences to enhance student career awareness and decision making.

Standard 8: Career Development Domain - The school counselor understands the skills for locating, maintaining, and advancing in a job.

Knowledge

1. The school counselor understands job placement services.

2. The school counselor knows job search and acquisition techniques.

3. The school counselor knows strategies, behaviors, and attitudes that support career advancement.

4. The school counselor understands what strategies, behaviors, and attitudes are necessary for personal success in the world of work.

Performance

1. The school counselor collaborates with teachers, parents/guardians, administrators, and community members to present age-appropriate career awareness information.

2. The school counselor identifies job placement services.

3. The school counselor presents information for both job search and job acquisition.

4. The school counselor helps students develop awareness of strategies, behaviors, and attitudes that support career advancement.

5. The school counselor integrates the most appropriate technologies available into career awareness, exploration, and development.

Standard 9: Career Development Domain - The school counselor understands diversity and transition issues in today's workforce.

Knowledge

1. The school counselor knows how to stay abreast of trends and changes in the world of work.

2. The school counselor understands the historical perspective of work and industry and how it relates to today's diverse workforce.

3. The school counselor understands the effects of stereotyping on education, work environments, and community.

4. The school counselor understands behaviors, attitudes, and skills that work to eliminate stereotyping in education, work environments, and the community.

5. The school counselor knows that transition issues are an ongoing aspect of career development throughout life.

6. The school counselor understands how to use assistive devices and technology to accommodate students with disabilities.

7. The school counselor understands laws and regulations related to students with disabilities.

Performance

1. The school counselor disseminates information using various methods regarding recent changes in the diverse workforce.

2. The school counselor models behaviors, attitudes, and skills that work to eliminate stereotyping in education, work environments, and the community.

3. The school counselor creates awareness of transition issues and strategies for lifelong career development.

4. The school counselor disseminates information about the role of assistive devices and technology.

5. The school counselor disseminates information on the laws and regulations related to students with disabilities.

Standard 10: Personal/Social Development Domain - The school counselor knows the attitudes, knowledge, and interpersonal skills necessary to help students understand and respect self and others.

Knowledge

1. The school counselor understands the dynamics of inter- and intra-personal interests, abilities, and skills.

2. The school counselor understands the importance of expressing feelings, behaviors, and ideas in an appropriate manner.

3. The school counselor understands how behavior influences the feelings and actions of others.

4. The school counselor understands the relationship between personal behavior and self-concept.

5. The school counselor understands diverse life roles.

6. The school counselor understands environmental influences on behavior.

Performance

1. The school counselor assists students in identifying personal interests, skills, and abilities.

2. The school counselor collaborates with parents/guardians, school personnel, and community professionals in the development of students' self-concept.

3. The school counselor engages the student in identifying and understanding how behaviors influence the feelings and actions of others.

4. The school counselor enables the student to recognize the relationship between personal behavior and self-concept.

5. The school counselor provides counseling services to enhance understanding of life roles and environmental influences on personal growth and behaviors.

Standard 11: Personal/Social Development Domain - The school counselor understands the process of making decisions, setting goals, and taking necessary action to achieve goals.

Knowledge

1. The school counselor understands how personal beliefs and attitudes, goal setting, and problem solving affect decision making.

2. The school counselor knows that the learning and development process is continuous and involves a series of choices.

3. The school counselor knows the skills of decision making, goal setting, and problem solving.

4. The school counselor understands how expectations of others affect personal/social, academic/technical, and career decisions.

5. The school counselor knows how individual characteristics may influence achieving personal/social, academic/technical, and career goals.

Performance

1. The school counselor uses a variety of strategies to demonstrate how personal beliefs and attitudes affect decision making.

2. The school counselor helps students understand that learning and development are continuous processes with a series of choices.

3. The school counselor engages students in decision making, goal setting, and problem solving.

4. The school counselor helps students recognize how the expectations of others affect personal/social, academic/technical, and career decisions.

5. The school counselor describes how individual characteristics may influence achieving personal/social, academic/technical, and career goals.

Standard 12: Personal/Social Development Domain - The school counselor understands safety and survival skills.

Knowledge

1. The school counselor understands the importance of identifying feelings, symptoms of stress, abuse, addiction, depression, and appropriate coping skills.

2. The school counselor knows negotiating, problem solving, and conflict resolution skills.

3. The school counselor understands the process of personal change.

4. The school counselor understands the process of human growth and development.

5. The school counselor knows strategies for personal safety and survival skills.

Performance

1. The school counselor describes and demonstrates problem solving, conflict resolution, coping skills, and feeling identification.

2. The school counselor collaborates with school personnel, parents/guardians, and community members to develop and deliver personal safety and survival skills strategies.

3. The school counselor describes the relationship between personal well being and the process of human growth and development.

4. The school counselor facilitates empowering students and their families to identify the relationship among rules, laws, safety, and the protection of individual rights.

Idaho Standards for School Nurses

The following knowledge and performance statements for the School Nurse Standards are widely recognized, but not all-encompassing or absolute, indicators that school nurse candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school nurse preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the school nursing profession is a candidate's disposition. Professional dispositions are how the School Nurse candidate views their profession, their content area, and/or students and their health and learning. Every School Nurse preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Nurse candidate dispositions.

* *This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The school nurse understands the professional, state, and local policies, procedures, and practice guidelines that impact the effectiveness of school nursing practice within the school setting.

2. The school nurse understands that school nursing practice must fall within the boundaries of scope of practice as defined by the Idaho Board of Nursing.

3. The school nurse understands how to access research and interpret data applicable to the school setting.

Performance

1. The school nurse conducts ongoing evaluations of school nursing practice.

2. The school nurse identifies the policies, procedures, and practice guidelines applicable to school nursing practice.

3. The school nurse uses research and data to monitor quality and effectiveness of school nursing practice.

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

Knowledge

1. The school nurse understands how to improve knowledge and competency in school nursing practice.

2. The school nurse knows how to self-assess professional nursing practice.

3. The school nurse knows how to access professional resources that support school nursing practice.

4. The school nurse knows about the professional organizations that support the nursing practice.

Performance

1. The school nurse participates in professional development related to current clinical knowledge and professional issues.

2. The school nurse seeks and acts on constructive feedback regarding professional development.

3. The school nurse pursues professional development as related to professional and program goals.

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

Knowledge

1. The school nurse understands the importance of effective communication with school staff, families, students, the community, and other service providers.

2. The school nurse understands problem solving and counseling techniques and crisis intervention strategies for individuals and groups.

3. The school nurse knows how to document appropriately.

Performance

1. The school nurse communicates effectively and with sensitivity to community values in a variety of settings (e.g., classroom presentations, public forums, individual interactions, written communication, and documentation).

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

Knowledge

1. The school nurse understands the principles of collaboration in sharing knowledge and skills with other professionals and staff.

Performance

1. The school nurse works collaboratively with nursing colleagues and school personnel to enhance professional practice and to contribute to a supportive, healthy school environment.

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

Knowledge

1. The school nurse understands the code of ethics adopted by the American Nurses Association and the National Association of School Nurses and the Code of Ethics for Idaho Professional Educators.

2. The school nurse knows how to advocate for students and families.

Performance

1. The school nurse performs duties in accord with the legal, regulatory, and ethical parameters of health and education.

2. The school nurse acts as an advocate for students and families.

3. The school nurse delivers care in a manner that is sensitive to student diversity.

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

Knowledge

1. The school nurse understands developmentally appropriate health education.

2. The school nurse understands the influence of family dynamics on student achievement and wellness.

3. The school nurse understands that health instruction within the classroom is based on learning theory.

4. The school nurse understands child, adolescent, family, and community health issues.

5. The school nurse understands how health issues impact student learning.

Performance

1. The school nurse assists individual students in acquiring appropriate skills based on age and developmental levels to advocate for themselves.

2. The school nurse participates in the assessment of health education and health instructional needs of the school community.

3. The school nurse provides health instruction within the classroom based on learning theory, as appropriate to student developmental levels and school needs.

4. The school nurse provides individual and group health instruction and counseling for and with students, families, and staff.

5. The school nurse acts as a resource person to school staff, students, and families regarding health education and health community resources.

6. The school nurse assists students in changing high-risk behaviors through education and referral.

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

Knowledge

1. The school nurse understands the principles of school nursing management.

2. The school nurse understands that program delivery is influenced by a variety of factors (e.g., cost, program diversity, staffing, and laws).

3. The school nurse knows how to teach, supervise, evaluate, and delegate to Unlicensed Assistive Personnel.

4. The school nurse knows how to identify and secure appropriate and available services and resources in the community.

Performance

1. The school nurse demonstrates the ability to organize, prioritize, and make independent nursing decisions.

2. The school nurse demonstrates the ability to plan and budget resources in a fiscally responsible manner.

3. The school nurse demonstrates leadership skills to utilize human resources efficiently.

4. The school nurse teaches, supervises, evaluates, and delegates to Unlicensed Assistive Personnel.

5. The school nurse uses appropriate technology in managing school health services.

Idaho Standards for School Psychologists

The following knowledge and performance statements for the School Psychologist Standards are widely recognized, but not all-encompassing or absolute, indicators that School Psychologist candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school psychologist preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Psychology profession is a candidate's disposition. Professional dispositions are how the School Psychologist candidate views their profession, their content area, and/or students and their health and learning. Every School Psychology preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Psychologist candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Assessment, Data-Based Decision Making, and Accountability - The school psychologist understands varied models and methods of assessment that yield information useful in understanding problems, identifying strengths and needs,-measuring progress aiding in transition activities and accomplishments of students.

Knowledge

1. The school psychologist understands traditional standardized norm-referenced assessment instruments.

2. The school psychologist knows alternative assessment approaches (e.g., curriculum-based, portfolio, and ecological).

3. The school psychologist knows non-test assessment procedures (e.g., observation, diagnostic interviewing, and reviewing records).

4. The school psychologist understands the Response to Intervention (RTI) process.

5. The school psychologist understands correct interpretation and application of data.

6. The school psychologist understands the process of transitions at Pre-K through Age 21 development levels.

Performance

1. The school psychologist uses various models and methods of assessment as part of a systematic process to collect data and other information.

2. The school psychologist translates assessment results into empirically-based decisions about intervention and recommendations.

3. The school psychologist assists in creating intervention strategies linked to the assessment information.

4. The school psychologist assists in evaluating the effectiveness of interventions and recommendations.

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

Knowledge

1. The school psychologist knows processes of producing change in individuals and groups.

2. The school psychologist knows various strategies and techniques of team building.

3. The school psychologist knows various strategies and techniques of team decision-making.

4. The school psychologist possesses knowledge and skills necessary to facilitate communication and collaboration with students and teams consisting of school personnel, family members, community professionals, and others.

5. The school psychologist understands factors necessary for effective interpersonal communication.

6. The school psychologist knows how to communicate effectively in oral and written form.

Performance

1. The school psychologist promotes change at the levels of the individual student, classroom, building, district, and other agencies.

2. The school psychologist uses consultation and collaboration to facilitate the development of professional environments in schools and related settings to promote the kinds of principles necessary to achieve consensus.

3. The school psychologist facilitates communication with students and teams consisting of school personnel, family members, community professionals, and others.

4. The school psychologist displays positive interpersonal skills by listening, adapting, addressing ambiguity, and being professional in difficult situations.

5. The school psychologist presents and disseminates information to diverse audiences.

6. The school psychologist communicates effectively in oral and written form.

Standard 3: Effective Instruction and Development of Cognitive and Academic Skills - The school psychologist understands learning theories, cognitive strategies and their application to the development of effective instruction to promote student learning.

Knowledge

1. The school psychologist knows primary learning theories (e.g., behavioral, cognitive, and neuro-developmental).

2. The school psychologist understands various instructional strategies and learning styles.

3. The school psychologist knows principles of student-centered learning.

4. The school psychologist knows how to develop appropriate cognitive, academic, and career goals for students with different ability levels using a team approach.

5. The school psychologist understands current instructional theories and models.

6. The school psychologist knows evaluation techniques to measure instructional outcomes of intervention strategies and treatment integrity.

Performance

1. The school psychologist assists in implementing a variety of instructional methods to enhance student learning at the individual, group, and systems levels.

2. The school psychologist uses student-centered learning principles to help students become self-regulated learners.

3. The school psychologist, in collaboration with the student, parents, school personnel, and community professionals, sets individual learning goals, designs a learning process to achieve those goals, and assesses whether the goals have been achieved.

4. The school psychologist helps schools develop appropriate cognitive, academic, and career goals for students.

5. The school psychologist links assessment information to the development and implementation of instructional strategies to meet students' individual learning needs.

6. The school psychologist collects, maintains and shares current information and research about advances in curriculum and instruction with educators, parents, and the community.

7. The school psychologist uses appropriate assessment techniques to progress toward academic and career goals and assists in revising instructional methodology as necessary.

8. The school psychologist assesses treatment integrity and efficacy of intervention strategies.

Standard 4: Socialization and Development of Life Skills – The school psychologist understands human development in social, affective, behavioral, and adaptive domains and applies sound principles of behavior change within these domains.

Knowledge

1. The school psychologist understands the developmental processes of socialization and life skills of students with different abilities and developmental levels.

2. The school psychologist understands direct and indirect intervention strategies, including counseling and consultation.

3. The school psychologist knows principles of behavior management.

4. The school psychologist understands conflict-management and problem-resolution strategies.

5. The school psychologist knows empowerment strategies for students and family support systems.

6. The school psychologist understands the ecological impact of learning environments on student success.

7. The school psychologist understands early childhood development and its impact on successful school transitions.

Performance

1. The school psychologist utilizes consultation and collaboration strategies with teachers, students, and families for the development of life skills.

2. The school psychologist uses a variety of intervention strategies consistent with developmental levels.

3. The school psychologist, using a problem-solving approach, collaborates with students, teachers, and families in developing behavior management plans.

4. The school psychologist consults in the development and evaluation of conflict-management and problem-resolution programs and activities.

5. The school psychologist provides mental health services to enhance appropriate student behavior.

6. The school psychologist facilitates students and families in developing positive socialization and life skills.

7. The school psychologist consults with students, families, and schools regarding the structure and organization of educational environments and how they impact learning.

8. The school psychologist works with families and others to promote awareness of effective early childhood development and educational services.

Standard 5: School Psychology Practice and Professional Development - The school psychologist understands the history and foundations of the profession; various service models and methods; public policy development applicable to services for students and their families; ethical and professional standards; and legal requirements.

Knowledge

1. The school psychologist understands the history and foundations of school psychology and its relation to other fields.

2. The school psychologist knows current models, methods and practices of the profession.

3. The school psychologist knows the appropriate ethical and professional standards.

4. The school psychologist knows current federal statues and state statues and regulations as they relate to students.

5. The school psychologist understands processes and procedures for public policy development.

6. The school psychologist knows methods to evaluate personal needs for continuing professional development.

Performance

1. The school psychologist is aware of current practices in related fields.

2. The school psychologist adheres to best practices of the profession.

3. The school psychologist uses knowledge of legal requirements to advocate for the rights and welfare of children and families.

4. The school psychologist promotes the improvement of public policies and practices in schools and related settings.

5. The school psychologist maintains certification and continues professional development.

6. The school psychologist identifies and pursues professional growth resulting in acquisition of new skills.

Standard 6: Student Diversity in Development and Learning - The school psychologist understands that an individual's development and learning are influenced by one or more of the following factors: biological, social, cultural, ethnic, experiential, socioeconomic, environmental, gender-related, and/or linguistic.

Knowledge

1. The school psychologist understands individual differences in ability levels with respect to the development of instructional programs and other activities.

2. The school psychologist understands how to identify needs and modify instruction to enhance learning for individual students.

3. The school psychologist recognizes the influence that various cultures, backgrounds, and individual learning characteristics have on students and their families.

4. The school psychologist understands how personal biases may impact decision making, instruction and influence student progress.

5. The school psychologist knows research-based practices related to assessment and the interpretation of results that reduce various bias.

~~6.~~ The school psychologist recognizes best practices in assessments with culturally and/or linguistically diverse students.

Performance

1. The school psychologist assists in the development of instructional programs and activities for a diverse student population.

2. The school psychologist assists schools and families in the modification and/or accommodation of instructional practices and materials sensitive to diverse student backgrounds and needs.

3. The school psychologist seeks opportunities to interact with students and families to learn about their strengths, needs and diverse backgrounds.

4. The school psychologist uses appropriate assessment procedures and/or intervention strategies to meet the unique needs of each individual student.

Standard 7: Information and Instructional Technology - The school psychologist understands information sources, instructional resources, and technology relevant to professional practice and services for students.

Knowledge

1. The school psychologist knows how to access a variety of information sources (e.g., Internet and professional journals).

2. The school psychologist knows how to use new technologies to enhance student services.

3. The school psychologist possesses current knowledge of instructional resources for students (e.g., instructional software and assistive technology).

Performance

1. The school psychologist uses appropriate technologies to facilitate professional performance.

2. The school psychologist uses technologies to facilitate student performance.

3. The school psychologist makes use of technology (e.g., Internet and e-mail) to access information, current research, and professional development opportunities.

4. The school psychologist evaluates the validity of information and resources.

Standard 8: School and Systems Organization, Policy Development, and Climate - The school psychologist understands the unique organization and culture of schools and related systems.

Knowledge

1. The school psychologist understands the organization of schools and systems.

2. The school psychologist understands principles of organizational development and systems theory as it relates to their practice.

3. The school psychologist knows how to implement and evaluate programs that promote safe and violence-free schools and communities.

4. The school psychologist understands leadership roles in the development and implementation of systems change.

5. The school psychologist understands funding mechanisms available to schools and communities that support physical, educational, and mental health services.

6. The school psychologist knows how to access resources available to address behavioral, learning, mental, and physical needs.

Performance

1. The school psychologist applies principles of organizational development and systems theory to promote learning and to create climates of mutual respect, care, and support for all individuals in the system.

2. The school psychologist participates in the implementation and evaluation of programs that promote safe and violence-free schools community

3. The school psychologist contributes to the development of school policies, agency, and community procedures that promote effective programs and services for students and families.

4. The school psychologist facilitates decision making and collaboration that fosters a commitment to effective services for students and families.

5. The school psychologist accesses available resources to address behavioral, learning, mental, and physical needs.

Standard 9: Prevention, Crisis Intervention, and Mental Health - The school psychologist understands human development and psychopathology biological, cultural, and social influences on human behavior.

Knowledge

1. The school psychologist knows current theory, research and best practice concerning child and adolescent development; psychopathology; biological, cultural, and social influences on behavior; societal stresses; drug and alcohol influences; crises in schools, families, and communities.

2. The school psychologist has knowledge of antecedents and consequences that influence students' learning and behavior problems.

3. The school psychologist understands strategies to address students' learning and behavior problems.

4. The school psychologist knows various prevention programs and crisis intervention procedures.

5. The school psychologist understands diverse health issues (e.g., nutrition, eating disorders, teen pregnancy, AIDS, drug and alcohol abuse, smoking, and stress-related disorders).

Performance

1. The school psychologist develops, implements, and evaluates prevention programs based on recognition of the antecedents to students' learning and behavior problems.

2. The school psychologist participates in crisis prevention, intervention, and response and collaborating with students, school personnel, families and the community.

3. The school psychologist participates in and promotes physical and mental health programs for children in schools and related agencies.

4. The school psychologist facilitates environmental and/or educational changes that support the physical and mental health of students.

5. The school psychologist accesses available resources to address a wide variety of behavioral, learning, mental, and physical needs.

Standard 10: Home/School/Community Collaboration - The school psychologist understands how to work effectively with students, families, educators, and others in the community to promote and provide comprehensive educational services.

Knowledge

1. The school psychologist knows how family systems influence students' cognitive, affective and social development**,** and academic performance.

2. The school psychologist understands the importance of family involvement in education.

3. The school psychologist knows methods to promote collaboration between parents and educators that improve student performance.

4. The school psychologist understands diversity issues that affect home/school collaboration.

5. The school psychologist knows how family, home, peer, and community factors affect learning and achievement in school.

6. The school psychologist knows the local community services available to support students and their families.

Performance

1. The school psychologist applies knowledge of the influence of family systems on education to maximize student performance.

2. The school psychologist facilitates and supports parent participation in educational decision-making activities (e.g., team meetings, schoolwide committees, and school improvement teams).

3. The school psychologist facilitates home-to-school communication, including assisting students and families in accessing community and school-based services.

4. The school psychologist uses knowledge of diversity and resources to enhance collaboration between and schools.

Standard 11: Research and Program Evaluation - The school psychologist understands research, statistics, and evaluation methods.

Knowledge

1. The school psychologist knows the basic principles of research design and statistics used in psychological and educational research.

2. The school psychologist possesses sufficient knowledge of research and statistics to interpret and evaluate published research and/**or** plan and conduct research.

3. The school psychologist knows appropriate program evaluation strategies and techniques.

4. The school psychologist understands psychometric principles that influence test selection and assessment methods.

5. The school psychologist knows the strengths and weaknesses of various research methods**,** designs and their impact on the interpretation of findings.

Performance

1. The school psychologist applies knowledge of the principles of research design.

2. The school psychologist uses an understanding of research methodology and design to evaluate the validity and relevance of others' research.

3. The school psychologist uses appropriate strategies when evaluating programs and interventions.

4. The school psychologist applies psychometric standards and principles in selecting and using assessment tools and published tests.

5. The school psychologist maintains, accesses, and applies a current professional knowledge base of research findings, professional literature, and best practices relevant to the job.

Idaho Standards for School Social Workers

The following knowledge and performance statements for the School Social Worker Standards are widely recognized, but not all-encompassing or absolute, indicators that School Social Worker candidates have met the standards. It is the responsibility of a School Social Work preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Social Work profession is a candidate's disposition. Professional dispositions are how School Social Work candidates view their profession, their content area, and/or students and their health and learning. Every School Social Work preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Social Worker candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1 - Content: The competent school social worker understands the theories and skills needed to provide individual, group, and family counseling; crisis intervention; case management; advocacy; consultation; in-service and parent education; prevention programs; conflict resolution services; and community organization and development. The school social worker utilizes these theories and skills to enhance the environment of the local educational agency (LEA).

Knowledge- The competent school social worker:

1. Has attained a master's degree in social work with a specialization in school social work from a program accredited by the Council on Social Work Education (CSWE); OR meet the following criteria:
   (1) has attained a master's degree in social work from a program accredited by (CSWE),
   (2) has taken a school social work course and,
   (3) has completed a social work practicum in a K-12 setting or has extensive experience working with children and families.

2. Understands methods of practice, including counseling, crisis intervention, case work, and individual, group, and family therapies.

3. Understands and develops skills in advocacy, case management, consultation, classroom groups, and community organization.

4. Understands theories of normal and exceptional development in early childhood, middle childhood, adolescence, and early adulthood and their application to all students.

5. Understands the effects of mental illness on students' ability to participate in learning.

6. Understands the person-in-environment context of social work.

7. Understands the effects of biological, family, social, health, and cultural factors on human development and social functioning.

8. Understands characteristics and implications for education of children with academic, and/or social/emotional challenges.

9. Understands systems theories as they relate to classrooms, schools, families, and community.

10. Understands methods of advocacy on behalf of individuals, families, and school systems.

11. Understands the application of social learning theories to identify and develop broad-based prevention and intervention programs.

Performance- The competent school social worker:

1. Uses empathy in interpersonal relationships.
2. Uses diverse interview techniques and written communication with all persons within the student's system.
3. Gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, medical, psychosocial, and legal factors that affect children's learning.
4. Makes appropriate social work assessment of typical and atypical development of students based on level of state licensure i.e., Licensed Master Social Work (LMSW) or Licensed Clinical Social Worker (LCSW).
5. Selects and applies empirically-based methods of intervention to enhance students' educational experience.
6. Demonstrates effective leadership of and participation in interdisciplinary teams.

Standard 2 - Service Delivery: The competent school social worker utilizes a variety of intervention strategies that support and enhance students' educational and emotional development.

Knowledge– The competent school social worker:

1. Understands empirically-based methods of individual, group, family, and crisis counseling.

2. Understands empirically-based methods of social work service delivery.

3. Understands and develops skills in advocacy, case management, community organization, consultation and in-service training.

4. Understands the application of social learning theories to identify and develop broad-based prevention and interventions, including "Response to Intervention." (RTI)

5. Understands the interdisciplinary approach to service delivery within the educational environment.

6. Understands how to integrate content knowledge for service delivery.

7. Understands the role of mandated reporters and the function of the State's child welfare agency and law enforcement interaction.

Performance– The competent school social worker:

1. Develops and implements empirically-based prevention and intervention plans that enable the child to "respond to intervention" (RTI).

2. Provides individual, group, and/or family counseling and other services to enhance success in the educational process.

3. Provides crisis intervention counseling and other services to the school community.

4. Provides consultation to teachers, administrators, parents, and community agencies.

5. Develops and provides training and educational programs in the school and community.

6. Conducts social work assessments and participates in eligibility conferences for special education and other programmatic options, students' educational planning conferences, and conferences with parents.[1]

7. Initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students.

8. Mobilizes the resources of the school and community to meet the needs of children and their families.

9. Reports suspected child abuse and neglect to the State's child welfare agency and/or law enforcement.

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[1] School social workers started as and remain an integral link between school, home, and community. Those who choose this particular field of social work provide direct services, as well as specialized services such as mental health intervention, crisis management and intervention, and facilitating community involvement in the schools. Working as an interdisciplinary team member, school social workers not only continue to provide services to school children and their families, but also continue to evaluate their role and consequently modify it to meet organizational or contextual needs and changes in policies and practice.
Social work assessment is an ongoing process of data collection aimed at identifying client strengths and problems. Specifically, assessment guides treatment planning, as well as informs intervention selection and monitoring as it relates to the social-emotional development of students in the educational system.(Mizrahi, T., Davis, L. E., & Henderson, D. M. (Eds.). (2009). *Encyclopedia of social work (* 20th Ed.) Silver Springs, MD: National Association of Social Workers and Oxford University Press, Inc.)

Standard 3 – Planning: The competent school social worker designs services based upon knowledge of the educational setting, as well as information about the students, families, and community.

Knowledge - The competent school social worker:

1. Understands learning theory and normal and exceptional development as it applies to the content and curriculum of educational planning and intervention.

2. Understands the process of needs assessment, referral, and resource development.

3. Understands how to develop long- and short-term empirically-based intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.

4. Understands environmental factors when planning interventions to create an effective bridge between students' experiences and goals.

5. Understands how to integrate and use technology for assessments, interventions, and information management.

Performance - The competent school social worker:

1. Assists in establishing expectations for student learning consistent with students' strengths and educational systems' goals.

2. Conducts needs assessments to plan for service delivery.

3. Assists students in creating long- and short-term plans to meet expectations for learning.

4. Creates and adapts from empirically-based learning opportunities and materials to provide effective interventions.

5. Plans interventions that integrate students' life experiences and future career goals.

6. Maintains relevant data to assist in planning, management and evaluation of school social work.

7. Collects, analyzes and interprets data to evaluate and modify interventions when necessary.

8. Supports approaches to learning that address individual student needs.

9. Integrates and uses technology for assessments, interventions, and information management.

Standard 4 - Assessment and Evaluation: The competent school social worker understands various formal and informal assessment and evaluation strategies and uses them to support the development of all students.

Knowledge - The competent school social worker:

1. Understands strength-based assessments and practices that support growth and development.

2. Understands various types of research, measurement theory, and concepts of validity, reliability, bias, scoring, and interpretation of results.

3. Understands multiple empirically-based assessment techniques, such as observation, structured/clinical interviews, and standardized assessments, and their purposes, characteristics, and limitations.

4. Understands how to conduct social work assessment of adaptive behavior, learning styles, self-esteem, social skills, attitudes, high-risk behavior (i.e. truancy, suicide, homicide, drug and alcohol, etc.), interests, and emotional/mental health.

5. Understands the use of assessment as a means to evaluate the student's social-emotional/mental functioning, including:

    - The child's physical, cognitive, and social-emotional development;
    - Family history and factors that influence the child's overall functioning;
    - The child's behavior and attitude in different settings;
    - Patterns of interpersonal relationships in all spheres of the child's environment;
    - Patterns of achievement and adjustment at critical points in the child's growth and development;
    - Adaptive behavior and cultural factors that may influence learning.

6. Understands the social-developmental history with its focus on the student's functioning within the educational environment.

7. Understands the relationship between assessment, eligibility, and placement decisions, including the development of Individualized Education Programs.

8. Understands parent/guardian and student rights (both legal and educational) regarding assessment and evaluation.

9. Is familiar with the diagnostic tools used by other professionals in the school.

10. Understands the use of empirically-based assessment and evaluation results to develop student interventions.

Performance- The competent school social worker:

1. Appropriately uses a variety of non-discriminatory formal and informal tools and techniques, including observation, interview and standardized instruments to evaluate the understanding, progress, and performance of students' social-emotional development in the school environment.

2. Uses social work assessment results to identify student learning needs and to assist in aligning and modifying instruction and designing intervention strategies including "Response to Intervention" (RTI).

3. Uses empirically-based assessment and evaluation results to develop appropriate interventions, including recommendations for eligibility and placement.

4. Involves students in self-assessment activities to help them become aware of their strengths and needs and to establish goals.

5. Presents social work assessment results in an easily understandable manner.

6. Documents social work assessment and evaluation results.

7. Collaborates with parents/guardians and other professionals regarding the assessment process.

8. Ensures parents/guardians are informed of their rights and the rights of students regarding assessment.

9. Uses a variety of non-discriminatory formal and informal tools and techniques to help determine the efficacy of intervention and programs.

Standard 5 - Consultation and Collaborative Relationships: The competent school social worker develops consultative and collaborative relationships with colleagues, parents, and the community to support students' learning and well being.

Knowledge- The competent school social worker:

1. Understands the principles, practices, and processes of individual and organizational consultation.

2. Understands the collaborative process with parents, school personnel, community-based organizations, and agencies to enhance the student's educational functioning.

3. Understands the school's role within the context of the larger community.

4. Understands the variations in beliefs, traditions, and values across cultures and their effect on interactions among group members.

5. Understands the importance of audience and purpose when selecting ways to communicate ideas.

6. Understands language development, communication techniques, and the role of communication in the learning environment.

7. Understands that as members of interdisciplinary teams and coalitions, school social workers shall work collaboratively to mobilize the resources of local education agencies and communities to meet the needs of students and families

8. Understands the role of school personnel as mandated reporters of child abuse and neglect.

Performance - The competent school social worker:

1. Initiates, develops, and implements consultative relationships.

2. Models and promotes ethical practices for confidential communication.

3. Collaborates with colleagues, parents/guardians, and community personnel about students' needs.

4. Encourages relationships among colleagues to promote a positive learning environment.

5. Participates in collaborative decision-making and problem-solving to promote students' success.

6. Facilitates a collaborative relationship between general and special education systems to promote a unified system of education.

7. Models and promotes effective communication among group members or between groups.

8. Uses a variety of effective communication modes with diverse target groups.

9. Assist in the education of school personnel on mandated reporting of child abuse and neglect to the State's child welfare agency and/or law enforcement.

10. Makes mandated reports of child abuse and neglect as appropriate to the State's child welfare agency and/or law enforcement.

Standard 6 - Advocacy and Facilitation: The competent school social worker advocates and facilitates change that effectively responds to the needs of students, families, and school systems.

Knowledge - The competent school social worker:

1. Understands the role of advocacy and facilitation at all levels of the system that affect students and their families.

2. Is familiar with available resources for students and families within the school and community.

3. Understands when and how to make referrals for programs and services at the district, community, and State levels.

4. Understands the need to improve access to services and resources.

Performance- The competent school social worker:

1. Works to empower children, their families, educators, and others to gain access to and effectively use school and community resources.

2. Identifies areas of need and accesses or advocates for the creation of resources at the state and community level.

3. Makes referrals to community and school resources.

4. Advocates for students with other members of the educational community to enhance students' functioning in the learning environment.

Standard 7 - Learning Community: The competent school social worker encourages effective social interaction, active engagement in learning, and self-motivation to create a positive learning community.

Knowledge - The competent school social worker:

1. Understands principles of and strategies for effective behavior and social management within the school environment.

2. Understands how people's attitudes within the educational environment influence behavior of individuals.

3. Understands how to help students work cooperatively and productively.

4. Understands the importance of parents'/guardians' participation in fostering students' positive development.

5. Understands dispute resolution strategies.

6. Understands the goals and objectives of educational organizations.

7. Understands how to work with administrators and other school personnel to make changes within the school.

8. Understands how service learning and volunteerism promote the development of personal and social responsibility.

Performance - The competent school social worker:

1. Encourages the development of a learning community where students assume responsibility, participate in decision-making, and work independently as well as collaboratively in learning activities.

2. Analyzes school environments and works effectively to create/enhance a supportive and safe learning climate.

3. Develops strategies to encourage motivation and engagement through mutual respect and cooperation.

4. Develops dispute resolution programs within the school environment.

5. Develops needs assessments and works as a change agent to address the identified gaps in services.

6. Collaborates with community agencies in school-linked service learning projects or other programs.

7. Promotes the effective utilization of school social work services.

8. Promotes understanding of factors that affect the school environment and facilitates systems improvement.

9. Designs, implements, and evaluates programs that enhance a student's social participation in school, family, and community.

10. Promotes active parental/guardian participation within the educational environment.

11. Collaborates with community agencies to increase access to services and resources.

Standard 8 – Diversity: The competent school social worker understands the broad range of backgrounds and experiences that shape students' approaches to learning and helps create opportunities adapted to diverse populations of learners.

Knowledge - The competent school social worker:

1. Understands how students' learning is influenced by culture, family, community values, individual experiences, talents, gender, sexual orientation, language, and prior learning.

2. Understands and identifies differences in approaches to learning and performance, including different learning styles, performance modes, and variations of perception.

3. Understands and respects the impact of cultural, racial, ethnic, socioeconomic, and gender diversity and sexual orientation in the educational environment.

4. Understands the issues of second language acquisition, the immigrant experience, and the need to develop strategies to support students and families.

5. Understands ways in which similar behaviors may have different meanings to people in different cultures.

Performance - The competent school social worker:

1. Facilitates a learning community in which individual differences are respected.

2. Practices gender equity and avoid sex-role stereotyping.

3. Provides services that promote multi-cultural sensitivity.

4. Develops strategies to decrease negative effects of cultural barriers on education.

5. Utilizes students' diversity to enrich the educational experiences of all students.

6. Interprets information about students' families, cultures, and communities in assessments, interventions, and evaluations of student progress.

7. Utilizes appropriate social work assessment tools and empirically-based intervention strategies that reflect diverse student needs.

8. Designs empirically-based intervention strategies appropriate to student's culture, gender, sexual orientation, developmental stage, learning styles, strengths and needs.

9. Makes referrals for additional services or resources to assist students with diverse learning needs.

Standard 9 - Professional Conduct and Ethics: The competent school social worker understands education and social work as professions, maintains standards of professional conduct and ethics, and provides leadership to improve students' learning, safety, and well-being.

Knowledge - The competent school social worker:

1. Understands the current applicable professional codes of conduct and ethical practice guidelines.

2. Understands federal and state laws and regulations as they pertain to ethical school social work practice.

3. Understands the legal and ethical principles of confidentiality as they relate to the practice of school social work, (i.e. HIPPA, FERPA).

4. Understands the organization and operation of safe school systems.

5. Understands school policies and procedures as they relate to student learning, safety and well-being.

6. Understands legal issues in education, with special emphasis on: persons with disabilities, child welfare, mental health, confidentiality, and students' and families' rights.

7. Understands the importance of active participation and leadership in professional education and social work organizations.

Performance- The competent school social worker:

1. Follows the professional code of conduct and ethical practice guidelines referred to in Standard 9, Knowledge Indicator 1.

2. Maintains current knowledge of and abides by federal and State laws and regulations, with emphasis on persons with disabilities, child welfare, mental health, confidentiality, and students' and families' rights.

3. Participates in district activities such as policy design, curriculum design, staff development, and organizations involving parent/guardians and students.

4. Abides by current legal directives, school policies, and procedures.

5. Promotes the rights of all students in a safe environment.

6. Models and promotes ethical practices for confidential communication.

Standard 10 - Professional Development: The competent school social worker actively seeks opportunities to grow professionally.

Knowledge - The competent school social worker:

1. Understands the importance of taking responsibility for self-evaluation as a competent and ethical practitioner.

2. Understands the impact of personal strengths and needs on service delivery.

3. Understands methods of inquiry and frameworks for self-assessment and self-improvement.

4. Understands how to use supervision, consultation, collaboration, and continuing education to identify areas for on-going professional development.

5. Understands how to interpret and utilize research to evaluate and guide professional interventions and program development.

Performance- The competent school social worker:

1. Uses continuing education, professional development activities, research, professional literature, observations and experiences to enhance professional growth and to guide evaluation of professional practice.

2. Maintains an awareness of personal attitudes, perspectives, strengths, and needs as they relate to professional practice.

3. Uses self-assessment and performance evaluations to identify areas for professional growth.

4. Actively seeks consultation to improve professional practice.

5. Maintains the limits and boundaries of the professional role of school social workers.

6. Participates in professional activities and organizations that promote and enhance school social work practice.

IDAPA 08
TITLE 02
CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

004. INCORPORATION BY REFERENCE.
The State Board of Education adopts and incorporates by reference into its rules: (5-8-09)

03. Operating Procedures for Idaho Public Driver Education Programs as approved on November 17, 2010. The Operating Procedures for Idaho Public Driver Education Programs are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702 and can also be accessed electronically at http://www.sde.idaho.gov/site/driver_edu/forms_curriculum.htm. ~~(4-7-11)~~ (___)