

BYU **IDAHO**

**TEACHER PREPARATION
PROGRAM APPROVAL EVALUATION**

TEAM REPORT

Professional Standards Commission

Idaho State Department of Education

Teacher Preparation Program Approval Evaluation

Brigham Young University – Idaho

October 12-16, 2002

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IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL

SUMMARY OF TEAM FINDINGS

Program	Recommendation
Core	Approved Conditionally
Elementary Education	Approved Conditionally
Foreign Language (Spanish)	Approved Conditionally
Health	Approved Conditionally
Language Arts	Approved Conditionally
Math	Approved Conditionally
Foundation Standards (Professional-Technical Education)	Approved Conditionally
Agriculture Science & Technology	Approved Conditionally
Family & Consumer Science	Approved Conditionally
Foundation Standards (Science)	Approved Conditionally
Biology	Approved Conditionally
Chemistry	Approved Conditionally
Earth/Space Science	Approved Conditionally
Physics	Approved Conditionally
Foundation Standards (Social Studies)	Approved Conditionally
U.S. History	Approved Conditionally
Foundation Standards (Visual/Performing Arts)	Approved Conditionally
Art	Approved Conditionally
Music	Approved Conditionally
Speech/Drama	Approved Conditionally

INTRODUCTION

The team visit for Brigham Young University – Idaho (BYU-Idaho) was conducted October 12-16, 2002. In preparation for the visit the university prepared a self-study report and requested conditional approval for 16 teacher preparation programs. Conditional approval was requested, since BYU-Idaho is developing new programs and has not graduated candidates who will apply for an Idaho teaching credential. Conditional approval will allow candidates to complete a four-year teacher preparation program and receive a recommendation for an Idaho teaching credential. Conditional approval will also allow BYU-Idaho to continue to refine teacher preparation programs with the understanding that a follow-up evaluation will be conducted within two years when a sufficient number of graduates have completed the program.

A six-member state evaluation team visited the campus, located in Rexburg, Idaho, to conduct an evaluation of the 16 proposed programs. The team used the latest evaluation procedures approved by the Professional Standards Commission and the State Board of Education. These procedures are based on the recommendations of six national organizations (listed below) that have studied the teaching profession and recommended changes needed to meet the national goal of having a competent, qualified teacher in every classroom by the year 2006.

Since the year 2000 the review process for colleges of education has changed, with national, state and district standards as the basis for the change. The education profession has reached a consensus about the knowledge and skills teachers need to ensure that all P-12 students learn. The knowledge and skills candidates need must include ways to meaningfully connect teaching and learning. The connection between teaching and learning must weave a thread through all that an institution does to prepare candidates for the teaching profession.

Until 2000 institutions were measured largely by a review of what they offered to candidates (i.e., the quality of the curriculum and how it was implemented). While the curriculum is certainly an important component in preparing educators, the new standards take accountability to an important next step, results. Using the recommendations of professional organizations and national, state, and district standards, the evaluation team centered their evaluation on three questions:

- Have candidates acquired the necessary knowledge and skills to become effective educators?
- Have candidates demonstrated their knowledge and skills in measurable ways?
- Have candidates helped P-12 students learn the curriculum needed to enter the 21st century?

The standards used to validate the institutional report are the ten principles listed under the heading of Core Teaching Standards. Rubrics have been developed for each principle emphasizing what candidates know and can do. Three sources of data were sought to validate each rubric used for any given area. Of the three sources of data sought, team members looked for at least one source of evidence that tied teacher preparation efforts to what candidates can do to help P-12 student learners. During the review process team members reviewed the team report, course syllabi, minutes of meetings, contractual agreements, program plans and descriptions, advising checklists, class assignments and reports, portfolios, video tapes, letters of support, and other documents in the documents room. Team members conducted over 125 interviews with candidates, university administrators, university faculty, principals, cooperating teachers,

and university supervisors. All of the information obtained by team members was compared with 115 separate rubrics from the state standards.

Finally, the report that follows uses the language recommended by national accrediting agencies. Two terms used throughout the report deserve a definition to assist the reader:

- Candidate – is a BYU-Idaho student enrolled in a teacher preparation program.
- Student - is used to refer to students in public school classrooms. P-12 students include students from kindergarten through 12th grade, while reference to 6-12 students represents students in 6th through 12th grades.

National organizations involved in educational reform:

- American Association of Colleges for Teacher Education (AACTE)
- Council of Chief State School Officers (CCSSO)
- National Association of State Directors of Teacher Education and Certification (NASDTEC)
- National Council for the Accreditation of Teacher Education (NCATE)
- National Education Association (NEA)
- National School Board Association (NSBA)

TEACHER PREPARATION PROGRAM EVALUATION
TEAM REPORT

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Team Report for
Core Standards

College/University: Brigham Young University - Idaho **Review Dates:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Interviews with candidates, university administrators, principals, and cooperating teachers, and a review of course materials, class assignments, surveys, portfolios, and videos provide evidence that candidates have opportunities to practice and demonstrate an adequate knowledge of content, understand and can articulate the importance of content development, and describe for students the ways new knowledge in a content area is discovered. However, while secondary candidates have opportunities to practice, elementary candidates become involved early, significantly and repeatedly in creating learning experiences that make central concepts, tools of inquiry and structures of each discipline meaningful to P-12 students.

Principle #2: Knowledge of Human Development and Learning

Lesson plans, course outlines, and interviews all indicate that candidates are prepared to demonstrate an adequate understanding of how to support P-12 students' intellectual, social, and personal development. While all candidates are prepared, the evidence only shows that the elementary candidate is provided opportunities to support P-8 students' intellectual, social, and personal development.

Principle #3: Adapting Instruction for Individual Needs

A review of coursework, interviews with candidates, and work samples indicate that candidates have adequate knowledge in how students differ in their approaches to learning. Many courses provide information that contributes to candidates' understanding of how to create instructional opportunities for learners with diverse needs. Interviews with the candidates who had taken the "Diversity" course gave testimony related to the 35 field hours working with students with special needs. More field experience opportunities for secondary candidates will provide an opportunity to demonstrate skills in adapting instruction for individual needs.

Principle #4: Multiple Instructional Strategies

The candidates' experience in the programs varies widely with respect to learning strategies employed in learning content. Evidence from interviews with supervising teachers, principals, and university supervisors, candidate portfolios, examples of candidate work, and printed course materials indicate that elementary candidates in particular seem to understand the significance of multiple learning strategies. In the secondary education program the course of study, course materials and interviews with candidates and faculty indicate that the candidates' experience in the program is not so uniformly thorough.

Principle #5: Classroom Motivation and Management

Interviews were conducted with 11 candidates, 1 supervising teacher, 3 professors and 2 principals. Further evidence was gleaned from the review of portfolios and course curriculums. There are strong indicators that candidates are gaining knowledge and understanding in classroom motivation and management and are able to apply the appropriate strategies in the classroom. Elementary candidates especially demonstrated these skills with P-8 students in public school classrooms.

Principle #6: Communication Skills

Interviews with candidates and mentor teachers and review of class and unit assignments provide evidence that candidates demonstrate a variety of techniques to foster inquiry, collaboration, and supportive interactions with schools, colleagues and university personnel. Elementary candidates also demonstrate communication skills with P-8 students and public school personnel during early field experiences.

Principle #7: Instructional Planning Skills

Videotapes, lesson plans, and interviews with faculty provide evidence that candidates plan and prepare instruction based upon knowledge of the subject, needs of the students, and the context of the community. The unit assignments, completed by elementary candidates, provide additional evidence that planned instruction is delivered in the P-8 classroom.

Principle #8: Assessment of Student Learning

Review of elementary candidate portfolios, interviews with candidates, and a review of class assignments indicate that candidates use and can interpret both formal and informal assessment strategies to evaluate P-12 student performance. Elementary candidates also use assessment strategies to advance P-8 student performance and to determine teaching effectiveness. Candidates use rubrics, observations, journaling, and both formal and informal assessments to evaluate student performance and determine program effectiveness.

Principle #9: Professional Commitment and Responsibility

The conceptual framework, course syllabi, and interviews with candidates and faculty validate a commitment to the profession. The course “Introduction to Education” provides the opportunity for exposure to the advantages and challenges of the teaching profession early in the program so that candidates might make informed decisions regarding pursuing the career. Each semester, prior to registration, candidates are required to meet with their advisors to review their decision in choosing to pursue a teaching career. Commitment to the profession of teaching is part of the teaching/learning environmental atmosphere at BYU-Idaho. Commitment to the profession is firmly ingrained in the tenets of the conceptual framework. Interviews with faculty and candidates reflect the emphasis BYU-Idaho places on teaching and on lifelong learning. Candidate assignment examples in English and education course requirements evidence candidates’ reflections on their personal growth as readers, writers and as teacher practitioners. Candidates test scores on both the Idaho Comprehensive Literacy Assessment and

the Idaho Technology Assessment indicate a commitment to mastery. Candidates interviewed exuded a positive excitement about learning and about the profession. Candidates are made aware of professional organizations for teachers in their content areas and are encouraged to seek them out for growth and development once they begin their careers. Further, candidates participate in campus content organizations such as French Club, Spanish Club, Health Club, English Academic Society, and the National Society for Teachers of Social Studies.

Principle #10: Integrating with Colleagues, Parents, and Community in Partnerships

Interviews with faculty and candidates, course assignments, and a review of campus activities and organizations validate that there are a variety of opportunities for interaction with colleagues, parents, and members of the community. Teacher education organizations and general information seminars are available on campus. During field experiences candidates have the opportunity to interact with parents and teachers through back-to-school night, staff meetings and conferences. This is especially apparent at the elementary level.

Areas for Improvement:

1.2: Candidates in the secondary area need early and more in-depth opportunities to be in the classroom creating learning experiences. SECED 205, a course for secondary candidates, is now in operation and is required for all secondary teaching majors. This is a vital step forward, but the depth and repetition prior to student teaching should be augmented.

2.2: The lack of early field experience and the lack of depth of that experience as it is currently planned leaves only an expectation that there will be evidence that secondary candidates provide opportunities to create learning experiences and support 6-12 students' intellectual, social, and personal development.

3.2: More opportunities for early field experiences for secondary candidates in the public schools need to be provided.

4.1: A concerted effort to make effective use of instructional approaches engaging alternative learning strategies in the content courses for all candidates is needed. Multiple types of data collected in a principled way to document and understand the effect of these alternate learning strategies is needed. Reasoned and principled collection of multiple types of data documenting the candidates' engagement of alternative learning strategies in their students and the effect of these strategies on changes in the students' understandings is needed.

4.2: In the secondary education program the course of study lacks consistency across programs. Identification of courses and experiences that emphasize the use of multiple instructional strategies in secondary programs will enhance secondary candidates' ability to apply multiple learning strategies in public school classrooms.

8.2: Program plans to use assessment strategies to evaluate both P-12 student performance and to reflect on teaching improvement appear to be in place. If the plans are implemented, this standard will be satisfied. Elementary candidates are presently involved in the student teaching experience during this semester, and the first group of secondary candidates will begin student teaching next semester.

Recommended Action:

☐ Approved
☒ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Team Report for
Elementary Education

College/University: Brigham Young University – Idaho **Review Dates:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

A review of assessment data, interviews with university administrators, a principal, cooperating teachers and supervisors, and review of P-8 student work samples provide strong indications that candidates are well prepared in the content area, participate in meaningful field experiences, are supervised and counseled well throughout, and showed evidence of student learning through the teacher work sample. Candidates demonstrate adequate knowledge of elementary subject content, understand connections across the curriculum, demonstrate an ability to attain information and resources when necessary, and communicate with students the ways knowledge in a content area is discovered. Evidence is provided showing candidates demonstrate an adequate ability to use materials, instructional strategies and/or methods that illustrate and promote relevance and real-life application, making learning experiences and subject matter meaningful to most students.

Principle #2: Knowledge of Human Development and Learning

Careful review of assessment data along with interviews with candidate, university administrators, principal, and cooperating teachers provide evidence that candidates understand how young children and early adolescents learn and that their literacy development influence instructional decisions. Student work samples indicate candidates have the ability to adjust instructional strategies to meet student need.

Areas for Improvement:

None Cited

Recommended Action:

_____ Approved
_____ X Approved Conditionally
_____ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Team Report for
Foreign Language (Spanish)

College/University: Brigham Young University – Idaho **Review Dates:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Review of syllabi, course assignments, exams, and a faculty interview provide evidence that candidates have acquired content knowledge. Upper level Spanish courses are taught entirely in Spanish; compositions must be written in Spanish. However, candidates have not had an opportunity to demonstrate their ability to execute language or cultural learning experiences in Spanish. The plan is in place for candidates to apply content knowledge to teaching. In the SPANISH 377 course candidates will teach mini-classes practicing instructional strategies to classmates and assemble a portfolio of materials from the course as a resource for their own teaching. In the SPANISH 498 practicum course candidates will assist in teaching SPANISH 101 and 102. Candidates will also write and implement lessons practicing a variety of best practices teaching strategies and reflect on their own teaching experience. These courses have been developed and will be implemented within a year.

Principle #2: Knowledge of Human Development and Learning

Review of syllabi, course assignments, exams, and a faculty interview provide evidence that candidates have acquired, or will acquire as they take the appropriate coursework, adequate knowledge of the best practices which lead to the acquisition of second language learning. The short history of the program and fact that most upper level courses have not been taught yet or are currently being taught for the first time make it evident that the candidates have not had an opportunity to demonstrate their ability to build upon native language skills with new, sequential, long-range and continuous experiences in Spanish.

Principle #3: Adapting Instruction for Individual Needs

Course syllabi in a number of secondary education courses include information pertinent to the roles gender, age, socioeconomic background, ethnicity, and other factors relate to individual perception. Spanish coursework additionally emphasizes the role culture plays in interaction and in language acquisition. Assignments and exams indicate that candidates have or will be able to adapt instruction for individual needs. Candidates need to “maximize students’ chances for success” by utilizing diverse best practices in foreign language education. Do to the limited history of the program, candidates have not yet taken the coursework in which they will demonstrate an ability to create learning activities for students to grasp the significance of cultural similarities and differences. Syllabi, assignments, and assessments for this coursework have been developed and will be implemented in the next year.

Principle #4: Multiple Instructional Strategies

A review of course syllabi, course requirements, assignments, exams, and a faculty interview provide evidence that candidates are exposed to coursework in using and adapting authentic materials for Spanish instruction. Thus far, candidates have not had the opportunity to demonstrate their abilities to use and adapt authentic materials for Spanish instruction. The classes in which those opportunities will be available have been developed but have not been implemented.

Principle #8: Assessment of Student Learning

Review of course syllabi, assignments, and exams indicate that the American Council on the Teaching of Foreign Language (ACTFL) assessment guidelines are incorporated into curriculum in several Spanish courses. Thus far, candidates have not had the opportunity to demonstrate adequate ability to use formal and informal techniques to enhance knowledge of individual student competencies in foreign language learning and to modify teaching and learning strategies. The classes in which those opportunities will be available have been developed but have not been implemented.

Principle #10: Partnerships

A review of course syllabi, course requirements, assignments, and exams provide evidence that candidates demonstrate adequate understanding of foreign language career and life opportunities available to foreign language students, opportunities to communicate in the language with native speakers, and participation in community experiences related to the target culture. According to an interview with one candidate, many candidates have had rich experiences in Spanish-speaking countries. However, no performance indicators are available at this time. The courses in which candidates might demonstrate the ability to provide learning opportunities about career awareness, communication in Spanish, and cultural enrichment have been developed but are not yet being taught.

Areas for Improvement:

1.2: The lack of performance outcomes makes it difficult to determine if the standard has been achieved at this time. Implementation of the planned courses should provide candidates opportunities to apply the knowledge and pedagogy they are learning.

2.2: The lack of performance outcomes makes it difficult to determine if the standard has been achieved at this time. Implementation of the planned courses should provide candidates opportunities to apply the knowledge and pedagogy they are learning.

4.2: The lack of performance outcomes makes it difficult to determine if the standard has been achieved at this time. Implementation of the planned courses should provide candidates opportunities to apply the knowledge and pedagogy they are learning.

8.2: The lack of performance outcomes makes it difficult to determine if the standard has been achieved at this time. Implementation of the planned courses should provide candidates opportunities to apply the knowledge and pedagogy they are learning.

10.2: The lack of performance outcomes makes it difficult to determine if the standard has been achieved at this time. Implementation of the planned courses should provide candidates opportunities to apply the knowledge and pedagogy they are learning.

Recommended Action:

<input type="checkbox"/>	Approved
<input checked="" type="checkbox"/>	Approved Conditionally
<input type="checkbox"/>	Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Team Report for
Health

College/University: Brigham Young University – Idaho **Review Dates:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Interviews with candidates, instructors and administrators validate that candidates have an adequate knowledge of health education. Because of the infancy of the program, there is little output evidence of knowledge acquisition. A review of the curriculum provided some supporting evidence that output data such as grade point average and work samples, will be used to validate the application of knowledge in the future. More time is needed to better assess candidate knowledge. Campus-wide integration in the areas of coordination and planning will help ensure program quality.

Principle #5: Classroom Motivation and Management Skills

The health education program meets the state recommended coursework. Through interviews with the instructors, visiting classes, and looking at course syllabi, there is evidence that classroom management skills are covered in the curriculum. Candidates are highly motivated and well disciplined, which provides for a safe learning environment on campus. Candidates have had little practical school experience.

Principle #6: Communication Skills

The program provides training in the area of communications that meets state curriculum guidelines. Evidence from course syllabi and interviews with instructors and candidates indicates that candidates have strong communication skills; however, there was little found in the area of practical experience in the classroom, especially with at-risk students.

Principle #7: Instructional Planning Skills

Curriculum, faculty and candidates indicate that candidates are able to plan and prepare instruction based upon sound health knowledge. Syllabi and faculty qualification provide evidence that candidates will receive instruction in using instructional planning effectively. The candidates have neither student taught nor engaged in early field experiences, which will be necessary to evaluate the effectiveness of instructional planning in the public school setting.

Principle #9: Professional Commitment and Responsibility

A review of course syllabi and interviews with faculty and candidates validate that the program provides evidence that candidates understand the need for professional development over their career as an

educator. Monthly advisory meetings establish an avenue to learn to develop as reflective practitioners. The courses taken have provided little or no experience to test candidates' commitment and responsibility in the classroom. The candidates have neither student taught nor engaged in early field experiences, which will be necessary to evaluate the effectiveness of instructional planning in the public school setting.

Areas for Improvement:

1.2: Candidates have had little or no school classroom experience based on review of courses taken.

5.2: Candidates have had little or no school classroom experience based on review of courses taken.

6.2: Candidates have had little or no school classroom experience based on review of courses taken. The program needs to provide evidence of candidates' ability to communicate in educational settings with all students.

7.2: Candidates have had little or no school classroom experience based on review of courses taken. The program has not gone through a complete candidate cycle of preparation.

9.2: Candidates have had little or no school classroom experience based on review of courses taken.

Recommended Action:

<input type="checkbox"/>	Approved
<input checked="" type="checkbox"/>	Approved Conditionally
<input type="checkbox"/>	Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Team Report for
Language Arts (English)

College/University: Brigham Young University-Idaho **Review Dates:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

The program provides evidence that candidates demonstrate adequate knowledge of English language arts. Course syllabi, course requirements, completed assignments, exams, and faculty interviews indicate that candidates are taught multiple purposes for writing, writing processes, literary elements, literary periods, genre, and theories of literary analysis and criticism. However, while the program provides a plan to do so, the program currently provides little or no evidence to demonstrate that candidates have adequate ability to use effective teaching practices and accurately reflect language arts content. The College of Language and Letters Assessment Workbook, August 28, 2002, clearly delineates curriculum components for both English majors and for English teacher education majors. However, neither teaching methods nor assessment strategies are developed. The methods course for English teacher education majors, English 430, provides a comprehensive syllabus and assessment tools including research projects, classroom presentations, and portfolios. However, limited performance outcomes have been produced to date. No portfolios (representing 40 percent of the course grade) are, as yet, available to evidence that the candidates have internalized what was taught. During one interview, concern was expressed over candidate preparedness for student teaching because of the lack of a practicum experience to apply what they have learned. It is yet to be seen if candidates can apply what they have learned to a teaching situation.

Principle #2: Human Development and Learning

Review of syllabi, course content, and examples of candidate assignment produced limited evidence that candidates demonstrate an adequate knowledge of the role maturation plays in growth in writing, language acquisition and understanding of literary concepts and an ability to use that knowledge to recognize students' levels of language maturity and identify strategies to promote growth. According to the English Education Detailed Assessment Plan, September 2002, English 430 addresses this standard. However, in the materials provided for review, the syllabus did not reflect the standard. Sample assignments demonstrated the candidates' reflection on their own writing, but not on student work. The standard is addressed in Educational Psychology as a course objective. It is unclear if the course provides for specific application regarding the role of maturation in growth in writing, language acquisition, and understanding of literary concepts. It is also referred to in the syllabus for Reading in the Content Area. No performance outcomes were provided.

Principle #4: Multiple Learning Strategies

Curriculum descriptions, two candidate interviews, and one faculty interview provided evidence to support that candidates demonstrate adequate knowledge of a variety of instructional strategies. However, little evidence indicates that candidates demonstrate an ability to use this knowledge in language activities and teaching approaches. The English methods course and two courses in the education core provide curriculum descriptions that include a variety of comprehension and sequencing strategies to accommodate students' individual abilities. In Education 205 candidate assignment examples include descriptions of a variety of teaching methods or strategies. While some candidates in some classes have had the opportunity to practice a variety of instructional strategies with classmates, candidates have not yet had the opportunity to demonstrate their abilities with 6-12 students.

Principle #8: Assessment of Student Learning

The program provides little or no evidence that candidates demonstrate an adequate knowledge of or the ability to use formal and informal assessment strategies for evaluating and advancing performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness. In English course requirements, only one statement in one course syllabus refers to the use of formal and informal assessment strategies. Education 205 course objectives include that candidates will develop and use a variety of assessment strategies. Similarly, the syllabus for Reading in the Content Area includes reference to assessment. Interviews with 15 candidates taking the Reading in the Content Area class indicated limited understanding of the variety of assessment strategies and the use of assessment to inform instruction. Candidates have practiced writing test questions in a variety of classes. No performances outcomes were available at this time. A course under development, Education 405, will require Teacher Work Samples, which will address multiple assessments. Similarly this will become a component in the English methods class.

Principle #9: Professional Commitment and Development

A review of the conceptual framework, interviews with two faculty, and interviews with two candidates demonstrate an understanding of reflection, a commitment to the profession, and awareness of professional organizations and resources for English language arts teachers. Commitment to the profession is firmly ingrained in the tenets of the conceptual framework. Interviews with two faculty and with two candidates reflect the emphasis BYU-Idaho places on teaching and on lifelong learning. A review of candidate assignment examples in English course requirements evidenced candidates' reflections on their own writing and on their personal growth as readers and writers. Additionally, a course under development, Education 405, will require Teacher Work Samples, which will address reflective practices. In interviews with two faculty members many references were made to professional organizations such as the National Council of Teachers of English, the Four C's, and the International Reading Association. Candidates are being made aware of these organizations. Candidates in the English department have recently organized a Student English Academic Society and are hosting their first conference in October. The society includes an English education strand.

Areas for Improvement:

1.2: The lack of performance outcomes makes it difficult to determine if the standard has been achieved at this time. Candidates need earlier and more in-depth opportunities to be in the classroom creating learning experiences, and closer collaboration and integration between English and secondary education would enhance candidate preparation.

2.1: It is unclear if the course provides for specific application regarding the role of maturation in growth in writing, language acquisition, and understanding of literary concepts. Specific applications in these areas need to be provided.

2.2: The lack of performance outcomes makes it difficult to determine if the standard has been achieved at this time. Candidates need earlier and more in-depth opportunities to be in the classroom creating learning experiences, and closer collaboration and integration between English and secondary education would enhance candidate preparation.

4.2: The lack of performance outcomes makes it difficult to determine if the standard has been achieved at this time. Candidates need earlier and more in-depth opportunities to be in the classroom creating learning experiences, and closer collaboration and integration between English and secondary education would enhance candidate preparation.

8.1: Content Area class indicated limited understanding of the variety of assessment strategies and the use of assessment to inform instruction. Assessment strategies need to be expanded.

8.2: The lack of performance outcomes makes it difficult to determine if the standard has been achieved at this time. Candidates need earlier and more in-depth opportunities to be in the classroom creating learning experiences, and closer collaboration and integration between English and secondary education would enhance candidate preparation.

Recommended Action:

_____ Approved
_____ X Approved Conditionally
_____ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Team Report for
Math

College/University: Brigham Young University – Idaho **Review Dates:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Review of course syllabi and course descriptions were conducted, along with two interviews with the science dean and math department chair and one candidate interview. There were strong indications that candidates are well prepared in content knowledge. Minimal evidence was found to indicate that candidates participate in meaningful learning experiences that make mathematics inquiry, critical analysis, synthesis and structures meaningful to 6-12 students.

Principle #4: Multiple Instructional Strategies

Review of course syllabi and course descriptions, two interviews with the science dean and math department chair and one candidate interview provided evidence that candidates demonstrate adequate knowledge of a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate and understand mathematics. Minimal evidence was provided to show candidates demonstrate an adequate ability to use multiple instructional strategies to include mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate and understand mathematics.

Principle #11: Connections Among Mathematical Ideas

Interview with an administrator and candidates, course syllabi and assessment data provide evidence that candidates demonstrate adequate knowledge of the inter-connectedness between strands of mathematics and the critical linkages between mathematics and other fields. Little or no evidence was provided that candidates demonstrate an adequate ability to create learning experiences to help students make connections within the strands of mathematics and between mathematics and other disciplines.

Areas for Improvement:

1.2: Increased opportunities need to be provided for candidates to create and demonstrate learning experiences that are meaningful to 6-12 students.

4.2: Implementation of experiences for candidates to create and demonstrate instructional units to include mathematical tools and models, problem solving approaches and other strategies to investigate, communicate and understand mathematics.

11.2: Implementation of opportunities for candidates to create and demonstrate learning experiences to help 6-12 students make connections in mathematics.

Recommended Action:

<input type="checkbox"/>	Approved
<input checked="" type="checkbox"/>	Approved Conditionally
<input type="checkbox"/>	Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Team Report for
Foundation Standards – Professional-Technical Education

College/University: Brigham Young University–Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Course syllabi and interviews validate that candidates have an understanding of agriculture subject matter. Content curriculum was reviewed, and staff has been identified for future agriculture education teacher preparation courses (beginning in fall of 2003). Review of courses offered and interviews with faculty and candidates indicate future graduates are not prepared for delivery of subject matter at this time. Candidates have not had a methods or curriculum class. Upgrading of current faculty for future teaching positions has begun.

Principle #4: Multiple Instructional Strategies

Course syllabi and interviews validate that candidates have an understanding of the need to use multiple learning strategies. Integration of the curriculum with other subject areas is planned. Future graduates have not taken courses in methods, curriculum building, and student teaching at this time. At least five candidates will begin taking these courses during the coming year.

Principle #7: Instructional Planning Skills

Curriculum and faculty interviews indicate the program provides adequate ability to plan and prepare instruction based on consideration of P-12 students' needs and community contexts. A partnership has been developed with the family and consumer sciences program to provide instructional planning in the fall of 2003. Courses taken by candidates indicate that they have had no coursework in instructional planning to date.

Principle #8: Assessment of Student Learning

The program provides evidence through curriculum and interviews with faculty that candidates will have opportunities to demonstrate the use of formal and informal assessment strategies. The department plans to assess candidates for standards achievement with evidence from video, work samples, survey, candidate achievement and tracking data. Courses taken by candidates indicate that they have had no coursework in assessment strategies to date.

Principle #9: Professional Commitment and Responsibility

The program provides evidence through faculty interviews and curriculum that candidates will have opportunities to demonstrate professionalism, responsibility and reflection on teaching. There is an active advisory organization in content areas that will become an important part of the agriculture education

program. Courses taken by candidates indicate that they have had no coursework in reflecting on the art and science of teaching. Courses will be taken in the coming year.

Principle #10: Integrating with Colleagues, Parents, and Community in Partnerships

Interviews with faculty and candidates provide evidence of integrating occupational skills in the curriculum. The agriculture department in the college has a history of strong community involvement that will be continued in the teacher education program.

Principle #11: Learning Environment

The program provides evidence that the candidates demonstrate an adequate ability to create and manage a safe and productive learning environment. The industry relations and facilities are in place for providing a strong safety and community focus for the college in the agriculture teacher education program.

Principle #12: Workplace Preparation

Faculty interviews and curriculum show that the program provides candidates the knowledge of how to prepare students to meet the competing demands and responsibilities of the workplace. The college has a strong connection with the community businesses and demonstrates an ability to integrate community needs. The program provides evidence through curriculum, community interviews and candidate interviews that candidates have adequate ability to teach how to manage the competing demands of balancing work and personal life. The candidates are provided opportunities to apply knowledge of how to balance the demands of work and personal life.

Areas for Improvement:

1.2: Program plans are being designed to provide enhanced knowledge of subject area in college classroom and school settings. If the plans are implemented, this standard will be satisfied.

4.2: Program plans are being designed to expand multiple instructional strategies in college classroom and school settings. If the plans are implemented, this standard will be satisfied.

7.2: Program plans are being designed to expand instructional planning skills in college classroom and school settings. If the plans are implemented, this standard will be satisfied.

8.2: Program plans are being designed to implement 8-12 student assessment in college classroom and school settings. If the plans are implemented, this standard will be satisfied.

9.2: Program plans are being designed to enhance understanding of how to provide candidates with professional skills in college classroom and school settings. If the plans are implemented, this standard will be satisfied.

Recommended Action:

☐ Approved
☒ Approved Conditionally
☐ Not Approved

**PROFESSIONAL STANDARDS COMMISSION
State Department of Education**

**Idaho Teacher Standards
Program Evaluation Team Report for
Agriculture Science & Technology**

College/University: Brigham Young University–Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Course syllabi and interviews validate that candidates have an understanding of agriculture subject matter. Content curriculum was reviewed, and staff has been identified for future agriculture education teacher preparation courses (beginning in fall of 2003). Review of courses offered and interviews with faculty and candidates indicate future graduates are not prepared for delivery of subject matter at this time. Candidates have not had a methods or curriculum class. Upgrading of current faculty for future teaching positions has begun.

Areas for Improvement:

1.2: Based on the courses taken, the candidates have no practical school experience to learn how they can apply subject matter in school settings. More practical school experiences are needed.

**PROFESSIONAL STANDARDS COMMISSION
State Department of Education**

**Idaho Teacher Standards
Program Evaluation Team Report for
Family & Consumer Science**

College/University: Brigham Young University–Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Interviews conducted with the department chair, several candidates, teaching and interview videos, as well as a review of course materials, class assignments and candidate assessments, provide evidence that candidates demonstrate an in-depth understanding of the importance of engaging students in content development and the role the work-community and families play in shaping the professional-technical discipline. Evidence of using materials and resources to contextualize instruction and curriculum to support instructional goals, using learning activities consistent with curriculum goals, and integrating student organization leadership into the curriculum cannot currently be demonstrated with 6-12 students.

Areas for Improvement:

1.2: The student teaching experience will provide candidates with the opportunity to fulfill these experiences and goals in the context of motivating and instructing 6-12 students.

Recommended Action:

_____ Approved

 X Approved Conditionally

_____ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Team Report for
Foundation Standards - Science

College/University: Brigham Young University–Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Data such as course of study, printed course materials, visits to classrooms, and interviews with faculty and candidates indicate candidates take an appropriate number and range of content courses and are primarily evaluated via examination of their knowledge of facts with some attention to problem solving and application. Candidates are asked to write papers and give oral presentations as part of their coursework. As yet the candidates have not had the opportunity to demonstrate their abilities to make this knowledge meaningful to 6-12 students.

Principle #2: Human Development and Learning

Interviews with candidates and faculty, visits to classrooms, and printed course materials suggest that candidates have a minimal understanding of the nature of candidate conceptions concerning the phenomena they will be teaching. Candidates do not, in general, experience instruction that explicitly involves or engages change of their own conceptions. Hence, their understanding of the impact of their students' initial conceptions on their own teaching efforts may be limited. The nature and importance of candidate conceptions to the teaching and learning process is a fundamental theme that comes out of research in science education in the last two decades. Because candidates have not had a chance to student teach, there is insufficient evidence of the extent to which the candidates can take initial student conceptions into account to make their instructional efforts more effective.

Principle #4: Multiple Instructional Strategies

Printed course materials, interviews with faculty and classroom visitations indicate that an overwhelming majority of the candidates' experience in content courses is of the inform-verify-practice form. As a result, it appears the typical view of alternative strategies covers only a very narrow range of variations on the inform-verify-practice scheme. Candidates are not directly and explicitly engaged in constructing their own personal understanding of the phenomena in standard content course activities. It appears that the first time candidates experience alternative forms of practice intended to engage alternative strategies for learning in their methods class. Data is not available because candidates have not reached their student teaching phase as yet.

Principle #6: Communication Skills

It is clear that candidates at BYU-Idaho in science content courses have opportunities to communicate with each other in structured class settings. This is evidenced in the inspection of printed course materials, visitation of classrooms, and interviews with candidates and faculty. The focus in the content courses is on the content. Many other activities on campus also engage the candidates in these skills. Data is not available to demonstrate candidates' ability to communicate with students because candidates have not reached their student teaching phase.

Principle #9: Professional Commitment and Responsibility

It is clear from classroom visits, interviews with faculty and candidates, and printed course materials that efforts are being made to bring candidates into the process of being reflective practitioners of the profession of teaching. This happens primarily in the secondary education and methods courses. Data on the effects of the candidate efforts to reflect on their practice is not available because candidates have not reached their student teaching phase.

Principle #11: Safe Learning Environment

In some departments safety issues are more explicit in the content courses than in others, but all candidates are engaged in consideration of safety issues for teachers in the methods courses. Printed course materials give attention to safety in peer evaluations work and explicit lessons on the topics. No data exists concerning the candidates' engagement and response to safety issues in 6-12 classrooms.

Principle #12: Laboratory Activities

Classroom visits, interviews with candidates and faculty, and printed course materials indicate that the candidates are being engaged in issues of the importance of and techniques of using laboratory/field experiences in instructional settings. The candidates, however, have not student taught as yet, so data does not exist to document their work with laboratory/field experiences and students in P-12 classrooms.

Areas for Improvement:

1.2: Data indicating candidate understanding of the phenomena and changes in this understanding induced by their coursework is not available. A major bibliography in the field of research in science education on student understanding of the phenomena at the url: <http://www.ipn.uni-kiel.de/aktuell/stcse/stcse.html> is an important resource for documenting both changes in candidate understanding of the phenomena of science and the ability of the candidates to induce change in 6-12 student understanding.

2.1: Reasoned and principled collection of multiple forms of data, making use of the bibliography at the url: <http://www.ipn.uni-kiel.de/aktuell/stcse/stcse.html> and similar research on the topic of student conceptions in journals on learning the content from the content-oriented professional societies is needed.

2.2: Reasoned and principled collection of multiple forms of data of the sort suggested in the bibliography concerning student understanding of the phenomena as a result of candidate teaching is needed.

4.1: Reasoned and principled collection of multiple forms of data documenting the candidates' experiences with multiple learning strategies in their content and methods courses is needed.

4.2: Documentation of the effects of the candidates' work with multiple learning strategies and learning with 6-12 students is needed.

6.2: Reasoned and principled collection of multiple forms of data documenting the candidates' ability to engage their students in standard forms of scientific communications and the effect of this on the students' learning is needed.

9.2: Reasoned and principled collection of multiple forms of data documenting the candidates' ability to make use of recent developments in science and in our knowledge of learning in science in their work with students and the effect of this on the students' learning is needed.

12.1: Reasoned and principled collection of multiple forms of data documenting the candidates' work using laboratory/field experiences with students and the effect of this work on student learning is needed.

Recommended Action:

_____ Approved
_____ X Approved Conditionally
_____ Not Approved

**PROFESSIONAL STANDARDS COMMISSION
State Department of Education**

**Idaho Teacher Standards
Program Evaluation Team Report for
Biology**

College/University: Brigham Young University–Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

The program description, course descriptions, and course materials indicate the biology candidates take a well-rounded compliment of biology courses with appropriate chemistry courses. Interviews with faculty and course descriptions indicate assessment data in the form of exams, papers, oral presentations, and projects provide faculty with necessary views of the candidates' understanding. The planned methods course is designed to assist candidates in developing the requisite skills in making chemical knowledge meaningful to students.

Areas of Improvement:

1.2: Reasoned and principled collection of multiple forms of data is needed documenting the candidates' biological knowledge and the changes in understanding to teach 6-12 students.

Recommended Action:

_____ Approved
_____ X Approved Conditionally
_____ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Team Report for
Chemistry

College/University: Brigham Young University–Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

The program description, course descriptions, and course materials indicate the chemistry candidates take a well-rounded compliment of chemistry courses. Interviews with faculty and course descriptions indicate assessment data in the form of exams, papers, oral presentations, and projects provide faculty with necessary views of the candidates' understanding. The methods course is designed to assist candidates in developing the requisite skills in making chemical knowledge meaningful to students.

Areas for Improvement:

1.2: Reasoned and principled collection of multiple forms of data is needed documenting the candidates' understanding of chemistry and evidence that they are in fact able to assist their students at developing appropriate levels of understanding of the phenomena of chemistry.

Recommended Action:

_____ Approved
_____ X Approved Conditionally
_____ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Team Report for
Earth/Space Science

College/University: Brigham Young University–Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

The program description, course descriptions, and course materials indicate candidates take a well-rounded compliment of courses in the Earth/space sciences. Interviews with faculty and course descriptions indicate assessment data in the form of exams, papers, oral presentations, and projects provide faculty with necessary views of the candidates' understanding. In the methods course the candidates are developing the ability to make knowledge meaningful to their students as revealed in the class visitation and printed course materials provided, but data on results with actual students is yet to come.

Areas for Improvement:

1.2: Reasoned and principled collection of multiple forms of data is needed documenting the candidates' Earth and space science knowledge and the changes in understanding to teach 6-12 students.

Recommended Action:

_____ Approved
_____X_____ Approved Conditionally
_____ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Team Report for
Physics

College/University: Brigham Young University–Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Existing and planned physics courses in the program of study for physics education candidates, class visitations and printed course materials appear to have the potential to enable the Physics education candidates to meet this standard at the target level. If the methods course to be designed is thoughtfully developed to engage candidates in developing their understanding of the vast amount of research in physics education and possible implications for their own teaching, these additional components of the program have the potential of enabling the candidates to meet the target level. Supporting evidence for this conclusion also comes from faculty interviews, both face-to-face and by telephone.

Areas of Improvement:

1.2: Reasoned and principled collection of multiple forms of data documenting the candidates' understanding of physics and evidence that they are in fact able to assist their students at developing appropriate levels of understanding of the phenomena of physics is needed.

Recommended Action:

_____ Approved
_____X Approved Conditionally
_____ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Team Report for
Foundation Standards – Social Studies

College/University: Brigham Young University–Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Interviews with candidates, university administrators and faculty, and a review of course materials, class assignments and candidate assessments demonstrate an adequate knowledge base of the social studies disciplines. Candidates practice creating learning experiences but as of yet have not had the student teaching experience to adequately demonstrate their ability to make the subject matter meaningful to 6-12 students.

Principle #2: Knowledge of Human Development and Learning

Lesson plans, course outlines and interviews indicate that candidates are prepared to demonstrate an adequate understanding of how leadership and group and cultural influences contribute to intellectual, social and personal development. Candidates with culturally diverse experiences from foreign countries provide a rich enhancement to the university. As yet, however, the lack of student teaching experience disallows the opportunity for evidence that the candidates can demonstrate adequate understanding or facilitate opportunities for 6-12 students to perform community service relevant to the social sciences.

Areas for Improvement:

1.2: Candidates need the opportunity to student teach so they can demonstrate their ability to make learning meaningful and facilitate candidate exercises and experiences in social science relevant to community service.

2.2: Culturally and philosophically the candidates in this program demonstrate an in-depth experience in performing service to one another, university-wide. Course and lesson outlines of several courses require participation in a variety of community involvement activities in order to pass the class. The student teaching experience will allow the opportunity for evidence of the candidate's ability to facilitate and stimulate opportunities for 6-12 students to perform community service relevant to the social sciences.

Recommended Action:

_____ Approved
_____X Approved Conditionally
_____ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Team Report for
U. S. History

College/University: Brigham Young University–Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Interviews with candidates and university administrators and a review of course materials, class assignments and candidate assessments provide evidence that candidates understanding the role of United States history and have experienced incorporating contemporary history into curriculum. However, they have not had the opportunity to demonstrate an adequate ability to create learning experiences that make the subject matter meaningful to 6-12 students.

Areas for Improvement:

1.2: Candidates need earlier opportunities to be in the classroom creating learning experiences that incorporate contemporary history into the curriculum and convey the significance of the impact of other nations and cultures on the United States.

Recommended Action:

_____ Approved
_____ X Approved Conditionally
_____ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Team Report for
Foundation Standards – Visual/Performing Arts

College/University: Brigham Young University–Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Interviews with candidates, university administrators and faculty, and a review of candidate portfolios, course syllabi and assessment data provide evidence that candidates demonstrate adequate knowledge of historical, critical, performance, and aesthetic concepts, and a technical and expressive proficiency in a particular area of the visual and performing arts. Candidates also demonstrate an adequate ability to help P-12 students create, understand, and become involved in the traditional, popular, folk and contemporary arts as relevant to the candidates' interests and experiences, and an ability to instruct students in interpreting and judging their own artwork, as well as works of others.

Principle #5: Classroom Motivation and Management Skills

Interviews with candidates, university administrators and faculty, and a review of candidate portfolios, syllabi and assessment data provide evidence that candidates demonstrate adequate knowledge of how to integrate whole body learning into arts instruction.

Principle #7: Instructional Planning Skills

Interviews with candidates and university administrators and a review of portfolios course syllabi and assessment data provide evidence that candidates demonstrate adequate knowledge of sequential, holistic, and cumulative processes and the use of the tools necessary for the communication of ideas.

Principle #8: Assessment of Student Learning

Interviews with candidates, university administrators and faculty, and a review of candidate portfolios, syllabi and assessment data provide evidence that candidates demonstrate adequate knowledge of how to assess P-12 students' learning and creative processes, as well as finished products. It provides minimal evidence that candidates demonstrate an adequate ability to provide 6-12 students with equal opportunities for display, performance, and recognition for what they know and can do in the arts. When student teaching data becomes available, evidence may be provided.

Principle #9: Professional Commitment and Responsibility

Interviews with candidates, university administrators and faculty, and a review of syllabi and assessment data provide strong evidence that candidates demonstrate adequate knowledge of how to contribute in their field of interest.

Principle #10: Partnerships

Interviews with candidates, university administrators and faculty, and a review of syllabi and assessment data provide evidence that candidates demonstrate adequate knowledge of how to articulate and promote the arts for the enhancement of the school and the community.

Principle #11: Learning Environment

Interviews with candidates, university administrators, and a review of candidate portfolios, course syllabi and assessment data provide minimal evidence that candidates in all areas of the performing arts demonstrate an adequate ability to instruct 6-12 students in procedures that are essential to safe arts activities, to manage the simultaneous daily activities of the arts classroom, and to operate/manage performance and/or exhibit technology safety. Evidence was provided for the theater arts program, but no evidence was found for the other programs.

Areas for Improvement:

8.2: Opportunities for 6-12 experiences in assessment strategies are recommended.

11: Safety instruction and classroom management activities need to be available and documented in all programs along with 6-12 field experience for candidates prior to student teaching.

Recommended Action:

<input type="checkbox"/>	Approved
<input checked="" type="checkbox"/>	Approved Conditionally
<input type="checkbox"/>	Not Approved

**PROFESSIONAL STANDARDS COMMISSION
State Department of Education**

**Idaho Teacher Standards
Program Evaluation Team Report for
Art**

College/University: Brigham Young University–Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Review of course assignments, detailed assessment data review, interview with the department dean, candidate interview, and review of candidate portfolios provided evidence that candidates demonstrate adequate knowledge of formal, sensory, and expressive elements and principles to communicate ideas in the visual arts.

Areas for Improvement:

None Cited

Recommended Action:

_____ Approved
_____ X Approved Conditionally
_____ Not Approved

**PROFESSIONAL STANDARDS COMMISSION
State Department of Education**

**Idaho Teacher Standards
Program Evaluation Team Report for
Music**

College/University: Brigham Young University–Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Interviews with candidates, university administrators, and a review of course syllabi provide evidence that candidates demonstrate adequate knowledge of how to improvise, compose, and arrange music in a variety of styles and settings. The program strongly supports candidate performance as a vocalist or instrumentalist.

Principle #7: Instructional Planning Skills

Interviews with candidates and university administrators and a review of course syllabi provide evidence that candidates demonstrate adequate knowledge of how to design a variety of musical learning opportunities for candidates both instrumentally and vocally and demonstrate ability to discriminate aural perception of musical events.

Areas for Improvement:

None Cited

Recommended Action:

_____ Approved
_____ X Approved Conditionally
_____ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Team Report for
Theater-Speech

College/University: Brigham Young University–Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Careful review of course syllabi and course assignments, detailed assessment data review, and interviews with department dean and instructor of the methods course provide evidence that candidates demonstrate an understanding of the history of theater as a form of entertainment and as a societal influence and can demonstrate an understanding of the constructs of values and ethics and their roles in communication and understanding the process of communication. Candidates have opportunity to demonstrate ability to incorporate various styles of acting and production techniques and create learning experiences and learning activities relevant to communication processes.

Areas for Improvement:

None Cited

Recommended Action:

☐ Approved
☒ Approved Conditionally
☐ Not Approved

**TEACHER PREPARATION PROGRAM
EVALUATION SUMMARY**

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary for
Core Standards

College/University: Brigham Young University – Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Program: Core Standards

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		Samples of candidates' work, interviews with candidates and department chairs, course descriptions, program requirements for certification, and professors validate that candidates have an adequate understanding of the subject matter.	
1.2 Making Subject Matter Meaningful	Due to a lack of field experience, secondary candidates are not able to demonstrate that they can make the subject matter meaningful to 6-12 students.	Cooperating teachers, principals, college supervisors, surveys, work samples, journals, and portfolios validate that the elementary candidate creates learning experiences for students.	

Narrative:

1.1: Interviews with candidates, university administrators, principals, and cooperating teachers, and a review of course materials, class assignments, surveys, portfolios, and videos provide evidence that candidates are provided opportunities to practice and demonstrate an adequate knowledge of content, understand and can articulate the importance of engaging students in contributing to content development, and describe for students the ways new knowledge in a content area is discovered. Other indicators of

content knowledge are the high percentage of candidates passing the Idaho Comprehensive Literacy Assessment and Idaho Technology Assessment.

1.2: Interviews with candidates and a review of class assignments show that while secondary candidates have opportunities to practice creating learning experiences that make central concepts, tools of inquiry, and structures of the discipline meaningful to students, elementary candidates become involved early, significantly and repeatedly in creating in-depth learning experiences that make central concepts, tools of inquiry and structures of each discipline meaningful to students. The elementary candidates participate in an early field experience followed by an assessment interview, a diverse settings practicum and then both an intermediate and a primary practicum prior to student teaching.

Areas for Improvement:

1.2: Candidates in the secondary area need early and more in-depth opportunities to be in the classroom creating a learning experience. A course, SECED 205, is now in operation for secondary candidates and will be required for each teaching major. This is a vital step forward, but the depth and repetition prior to student teaching needs to be further augmented.

Principle #2: Human Development and Learning**Program:** Core Standards

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		Lesson plans, course outlines and interviews validate that teacher candidates are provided an understanding of student development.	
2.2 Provide Opportunities for Development	Due to a lack of field experience, candidates are not able to demonstrate that they can provide opportunities for 6-12 students' development.	Elementary candidates facilitate multiple approaches to support students' developmental stages to support growth.	

Narrative:

2.1: Lesson plans, course outlines, and interviews indicate that candidates are prepared to demonstrate an adequate understanding of how to support students' intellectual, social, and personal development.

2.2: Principals, cooperating teachers, college supervisors, portfolios, candidate interviews and coursework all provide distinct evidence that the elementary candidates provide opportunities to support students' intellectual, social, and personal development. The lack of early field experience in the classroom and the lack of depth of that experience as it is currently planned leaves only an expectation that there will be evidence that secondary candidates provide opportunities to support students' intellectual, social, and personal development.

Areas for Improvement:

2.2: Secondary candidates need to have early involvement in classrooms to obtain practical experience of providing opportunities for students' intellectual, social, and personal development to assist candidates in their preparation for student teaching, where they need to provide those opportunities to students.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		Courses offered and interviews with faculty and candidates validate that candidates understand how students differ in their approaches to learning.	
3.2 Accommodating Individual Learning Needs.	Class schedules and interviews with faculty and candidates indicate that secondary candidates lack experience in adapting instruction for 6-12 students.	Class schedules and interviews with faculty and candidates indicate elementary candidates have adequate classroom experience in adapting instruction for individual students.	

Narrative:

3.1: The program provides evidence through coursework, interviews with candidates and work samples that candidates demonstrate adequate knowledge of how students differ in their approaches to learning. Required courses give them a good understanding of how to create instructional opportunities for learners with diverse needs.

3.2: Class schedules and interviews indicate that not all candidates provide opportunities to adapt instruction to students with diverse needs in the public school settings. This experience with P-12 students is planned for the future courses.

Areas for Improvement:

3.2: Provisions need to be made to provide opportunities for earlier field experiences for secondary candidates in the public schools.

Principle #4: Multiple Instructional Strategies**Program: Core Standards**

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Learning Strategies		Interviews with candidates and faculty, course materials, and candidate assignments indicated that elementary candidates understand the value of multiple learning strategies to effective learning.	
4.2 Application of Learning Strategies	Data is not generally available to indicate the effect of the ability of secondary candidates to effectively use alternative learning strategies with students in the learning of the students.	Interviews with candidates, faculty, school principals, university coordinators, and supervising teachers indicate that elementary candidates make use of alternative learning strategies to make positive effects on student learning.	

Narrative:

4.1: Candidate exposure to alternative learning strategies in their own learning varies widely in the content courses for all candidates. Alternative learning strategies are valued because there is research to support their superior efficacy for learning many things. Reasoned and principled collection of multiple types of data for effective alternative learning strategies needs to be provided.

4.2: Research indicates that the use of alternative learning strategies tends to increase student learning. Reasoned and principled collection of multiple types of data is needed documenting the candidates' engagement of alternative learning strategies in their students and the effect on the students' learning.

Areas for Improvement:

4.2: In the secondary education program the course of study, course materials and interviews with candidates and faculty indicate that the candidates' experience in the program lacks consistency across programs. Identification of courses and experiences that emphasize the use of multiple instructional strategies in secondary programs is needed.

Principle #5: Motivation and Management**Program:** Core Standards

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		Candidate portfolios, coursework, and interviews validate that candidates have an understanding of motivation and management.	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		Candidate interviews, review of portfolios and observation of candidates validate the application of motivation and management skills.	

Narrative:

5.1: Through a review of candidate portfolios, curriculum and course descriptions, there are strong indications that candidates are prepared in the development of strategies to motivate students and manage a classroom.

5.2: Interviews and observations were conducted with nine candidates, two principals and one practicum supervisor from the university. All involved felt that the candidates have received adequate preparation and were able to work through most situations involving student motivation or classroom management. The preponderance of evidence was found for elementary candidates but limited evidence in the secondary candidates.

Areas for Improvement:

None Cited

Principle #6: Communication Skills**Program: Core Standards**

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		Class presentations, portfolios and conferences with university supervisors validate that candidates have adequate communication skills.	
6.2 Application of Thinking and Communication Skills		Communication and thinking skills applied in media presentations, class reports, and lesson plans validate the application of thinking and communication skills.	

Narrative:

6.1: Interviews with candidates and a review of class and unit assignments provide evidence that candidates use appropriate communication skills. Candidates use a variety of techniques to foster inquiry, collaboration, and supportive interactions with colleagues and university personnel.

6.2: Interviews with candidates and mentor teachers and a review of class assignments validate that candidates create learning experiences that promote communication skills in a variety of ways. Elementary candidates also demonstrate this principle during early field experiences.

Areas for Improvement:

None Cited

Principle #7: Instructional Planning Skills**Program: Core Standards**

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		Videotapes, lesson plans, and interviews with faculty indicate that candidates prepare instruction based upon knowledge of the subject.	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Context		Faculty and lesson plans validate that candidates consider students' needs and the classroom community when planning instruction.	

Narrative:

7.1: Videotapes, lesson plans, and interviews with faculty indicate that candidates prepare instruction based upon knowledge of the subject.

7.2: Faculty, candidates and lesson plans validate that candidates consider students' needs and the classroom community when planning instruction. The unit assignment completed by elementary candidates adds additional evidence that curriculum goals are based on knowledge of the subject matter, student, the community, and standards.

Areas for Improvement:

None Cited

Principle #8: Assessment of Student Learning**Program:** Core Standards

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		Interview with candidates and cooperating teachers, course assignments, and unit lesson plans indicate that candidates understand formal and informal assessment strategies used to evaluate student performance.	
8.2 Using and Interpreting Program and Student Assessment Strategies	Review of proposed course outlines and assignments for the secondary programs and interviews with candidates validate that candidates know but have not yet had the opportunity to demonstrate the formal and informal assessment skills with 6-12 students.	Review of elementary candidate portfolios, interviews with candidates, and a review of class assignments indicate that candidates use and can interpret both formal and informal assessment strategies.	

Narrative:

8.1: Review of elementary candidate portfolios, interviews with candidates, and a review of class assignments indicate that candidates use and can interpret both formal and informal assessment strategies to evaluate student performance. Elementary candidates also use assessment strategies to advance student performance and to determine teaching effectiveness.

8.2: Review of elementary candidate portfolios, interviews with candidates, and class assignments indicate that elementary candidates use and can interpret both formal and informal assessments. Candidates are preparing to use rubrics, observations, journaling, and both formal and informal assessments to evaluate student performance and determine program effectiveness.

Areas for Improvement:

8.2: Opportunity to implement assessment strategies in P-12 classrooms needs to be planned and practiced early in the candidates' program. Elementary candidates are presently involved in student teaching, and secondary candidates are scheduled to begin student teaching winter semester.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		The conceptual framework, course syllabi, and interviews with candidates validate that candidates are committed to the profession and to the responsibility of becoming reflective practitioners.	
9.2 Developing in the Art and Science of Teaching		Interviews with faculty and candidates and a review of course syllabi provide evidence that candidates are engaged in purposeful mastery of the art and science of teaching and are aware of resources for continuing growth as lifelong learners.	

Narrative:

9.1: Interviews with faculty and candidates and a review of course descriptions provide evidence that candidates are exposed to the advantages and challenges of teaching early in the program so informed decisions regarding teaching as a career can be made. Each semester, candidates are required to meet with their advisors to review their decision in choosing to pursue a teaching career. Commitment to the teaching profession is part of the atmosphere of BYU-Idaho as a teaching/learning environment. Commitment to the profession is firmly ingrained in the tenets of the conceptual framework. Interviews with faculty and candidates reflect the emphasis BYU-Idaho places on teaching and on lifelong learning. Candidate assignments in English, education, and elementary course requirements evidence candidates' reflections on their personal growth as readers, writers, and as teacher practitioners.

9.2: Candidates' test scores on both the Idaho Comprehensive Literacy Assessment and the Education Technology Assessment indicate a commitment to content mastery. Candidates interviewed exuded a positive excitement about learning and about the profession. Candidates are made aware of professional organizations for teachers in their content areas and are encouraged to seek them out for growth and development once they begin their careers. Further, candidates participate in campus content organizations such as French Club, Spanish Club, Health Club, English Academic Society, and the National Society for Teachers of Social Studies.

Areas for Improvement:

None Cited

Principle #10: Partnerships**Program: Core Standards**

Element	Unacceptable	Acceptable	Target
10.1 Interacting With Colleagues, Parents, and Community in Partnerships		Faculty, candidates, class assignments, and interviews provide evidence that there is interaction with colleagues, parents, and members of the community.	

Narrative:

10.1: Interviews with candidates, faculty class assignments, and interviews indicate that there are a variety of opportunities for interaction in teacher education organizations and general interest seminars. Candidates participating in the practicum programs are provided opportunities to interact with parents at back-to-school night and parent conferences. Candidates throughout the campus have the opportunity to participate in a vast amount of activities that help to develop these skills.

Areas for Improvement:

None Cited

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary for
Elementary Education

College/University: Brigham Young University – Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Program: Elementary Education

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		Interviews with candidates, principals, administrators, and supervisor along with a review of assessment data and portfolios validate that candidates have adequate knowledge of elementary content.	
1.2 Making Subject Matter Meaningful		Interviews, assessment plan, letters from cooperating teachers, candidate work samples, and candidate interviews validate that candidates demonstrate an adequate ability to make subject matter meaningful.	

Narrative:

1.1: Interviews with candidates, university administrators, principals, and cooperating teachers, and a review of assessment data, and candidate work samples provide strong indications that candidates are well prepared in the content area. Candidates participate in meaningful field experiences, are supervised and counseled well throughout, and showed evidence of candidate learning through the teacher work sample. Candidates demonstrate adequate knowledge of elementary subject content, understand connections across the curriculum, demonstrate an ability to attain information and resources when necessary, and communicate with students the ways knowledge in a content area is discovered. Efforts have been made to assure that the best core content classes are available to students.

1.2: Interviews with candidates, university administrators, principals, and cooperating teachers, and a review of assessment data and candidate work samples provide evidence that candidates demonstrate an adequate ability to use materials, instructional strategies and/or methods that illustrate and promote

relevance and real-life application, making learning experiences and subject matter meaningful to most candidates. Supervisor interviews provided evidence that candidates are eager and well versed in the use of tools necessary to make subject matter meaningful to K-6 students.

Areas for Improvement:

None Cited

Principle #2: Knowledge of Human Development and Learning **Program:** Elementary Education

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		Assessment data, candidate work samples and interviews provide evidence that candidates understand how young children and early adolescents learn.	
2.2 Provide Opportunities for Development (same as core)			

Narrative:

2.1: Careful review of assessment data was conducted, along with candidate interviews, an elementary principal interview, principal interviews, interviews and letters from cooperating teachers, and review of candidate work samples. Evidence shows candidates understand how young children and early adolescents learn and that their literacy development influence instructional decisions. Candidate work samples indicated abilities to adjust instructional strategies to meet needs of candidates.

Areas for Improvement:

None Cited

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary for
Foreign Language (Spanish)

College/University: Brigham Young University – Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Program: Spanish

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		Course syllabi, course requirements, assignments, exams, and a faculty interview provide evidence that candidates demonstrate knowledge of the state and national foreign language standards, language skills, and knowledge of the target cultures.	
1.2 Making Subject Matter Meaningful	Course syllabi, course requirements, exams, and a faculty interview provide evidence that candidates are prepared to articulate the value of foreign language learning and to plan and create language and cultural learning experiences in Spanish. They have not yet been able to demonstrate that ability.		

Narrative:

1.1: Review of syllabi, course assignments, exams, and a faculty interview provide evidence that candidates have acquired content knowledge. Courses 300 level and above are taught entirely in Spanish. Compositions must be written in Spanish. Candidates are required to use only Spanish in the classroom. In order to pass 300 level courses, candidates must know Spanish.

1.2: The limited history of the program and fact that most 300 level and above courses have not been taught make it evident that the candidates have not had an opportunity to demonstrate their ability to execute language or cultural learning experiences in Spanish. The plan is in place for candidates to apply content knowledge to teaching. In the 377 course, they will teach mini-classes practicing instructional strategies on their classmates. They will assemble a portfolio of all the collected materials from the course as a resource for their own teaching. In the 498 practicum course, candidates will assist in teaching the 101 and 102 Spanish classes on campus. They will write and implement lessons practicing a variety of teaching strategies. While doing so, candidates will reflect on teaching experience and develop a portfolio of lessons and approaches that reflect the best practices in foreign language education. An interview with one candidate indicated that candidates tutor one another from time to time to help prepare for tests.

Areas for Improvement:

1.2: The lack of performance outcomes makes it difficult to determine if the standard has been achieved at this time.

Principle #2: Human Development and Learning**Program: Spanish**

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		Course syllabi, course requirements, assignments, exams, and a faculty interview provide evidence that candidates demonstrate adequate knowledge of the process and acquisition of second language learning.	
2.2 Provide Opportunities for Development	Course syllabi, course requirements, assignments, exams, and a faculty interview provide evidence that candidates have not yet had the opportunity to demonstrate their ability to build upon native language skills with new, sequential, long-range and continuous experiences in Spanish.		

Narrative:

2.1: Review of syllabi, course assignments, exams, and a faculty interview provide evidence that candidates have acquired, or will acquire as they take the appropriate coursework, adequate knowledge of the best practices which lead to the acquisition of second language learning.

2.2: The short history of the program and fact that most 300 level and above courses have not been taught yet or are currently being taught for the first time make it evident that the candidates have not had an opportunity to demonstrate their ability to build upon native language skills with new, sequential, long-range and continuous experiences in Spanish.

Areas for Improvement:

2.2: The lack of performance outcomes makes it difficult to determine if the standard has been achieved at this time.

Principle #3: Individual Needs**Program: Spanish**

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		Course syllabi, course requirements, assignments, exams, and a faculty interview provide evidence that candidates demonstrate adequate knowledge of the roles gender, age, socioeconomic background, ethnicity, and other factors relate to individual perception of self and others.	
3.2 Accommodating Individual Learning Needs	The program provides little or no evidence that candidates demonstrate an adequate ability to create learning activities that enable students to grasp the significance of cultural differences and similarities.		

Narrative:

3.1: Course syllabi in a number of secondary education courses include information pertinent to the roles gender, age, socioeconomic background, ethnicity, and other factors relate to individual perception. Spanish coursework additionally emphasizes the role culture plays in interaction and in language acquisition. Assignments and exams indicate that candidates have or will acquire this knowledge. Candidates are encouraged to “maximize students’ chances for success” by utilizing diverse approaches, which ascribe to the best practices in foreign language education.

3.2: Do to the limited history of the program, candidates have not yet taken the coursework in which they will demonstrate an ability to create learning activities that enable students to grasp the significance of cultural differences and similarities. Syllabi, assignments, and assessments for this coursework have been developed and will be implemented in the next year.

Areas for Improvement:

3.2: The lack of performance outcomes makes it difficult to determine if the standard has been achieved at this time.

Principle #4: Multiple Learning Strategies**Program:** Spanish

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Learning Strategies		A review of course syllabi, course requirements, assignments, exams, and a faculty interview provide evidence that candidates demonstrate adequate knowledge of how to use and adapt authentic materials for Spanish instruction.	
4.2 Application of Multiple Learning Strategies	The program provides little or no evidence that candidates demonstrate an adequate ability to use and adapt authentic materials for Spanish instruction.		

Narrative:

4.1: A review of course syllabi, course requirements, assignments, exams, and a faculty interview provide evidence that candidates are exposed to coursework in using and adapting authentic materials for Spanish instruction.

4.2: Thus far, candidates have not had the opportunity to demonstrate their abilities to use and adapt authentic materials for Spanish instruction. The classes in which those opportunities will be available have been developed but have not been implemented.

Areas for Improvement:

4.2: The lack of performance outcomes makes it difficult to determine if the standard has been achieved at this time.

Principle #8: Assessment of Learning**Program:** Spanish

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		Course requirements and syllabi reflect that candidates demonstrate adequate knowledge of ACTFL assessment guidelines, the need to assess progress in the five language skills, as well as cultural understanding.	
8.2 Using and Interpreting Program and Student Assessment Strategies	The program provides little or no evidence that candidates demonstrate an adequate ability to use formal and informal assessment techniques to assess individual student competencies in foreign language learning and modify teaching and learning strategies.		

Narrative:

8.1: Review of course syllabi, assignments, and exams indicate that American Council on the Teaching of Foreign Language (ACTFL) assessment guidelines are incorporated into curriculum in several Spanish courses.

8.2: Thus far, candidates have not had the opportunity to demonstrate adequate ability to use formal and informal techniques to enhance knowledge of individual student competencies in foreign language learning and to modify teaching and learning strategies. The classes in which those opportunities will be available have been developed but have not been implemented.

Areas for Improvement:

8.2: The lack of performance outcomes makes it difficult to determine if the standard has been achieved at this time.

Principle #10: Partnerships**Program: Spanish**

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships		A review of course syllabi, course requirements, assignments, and exams provide evidence that candidates demonstrate adequate knowledge of foreign language career and life opportunities to communicate in the language with native speakers and to participate in community experiences related to the target culture.	
10.2 Utilization of Community Resources	The program provides little or no evidence that candidates demonstrate an adequate ability to provide learning opportunities about career awareness, communication in the target language, and cultural enrichment.		

Narrative:

10.1: A review of course syllabi, course requirements, assignments, and exams provide evidence that candidates demonstrate adequate understanding of foreign language career and life opportunities available to foreign language candidates, opportunities to communicate in the language with native speakers, and to participate in community experiences related to the target culture. According to an interview with one candidate, many candidates have had rich experiences in Spanish-speaking countries.

10.2: No performance indicators are available at this time, as the courses in which candidates might demonstrate the ability to provide learning opportunities about career awareness, communication in Spanish, and cultural enrichment have been developed but are not yet being taught.

Areas for Improvement:

10.2: The lack of performance outcomes makes it difficult to determine if the standard has been achieved at this time.

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary for
Health Standards

College/University: Brigham Young University – Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Program: Health

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		Coursework and interviews validate that candidates have an understanding of subject matter.	
1.2 Making Subject Matter Meaningful	Interviews and review of curriculum taken to date indicate limited evidence on candidates' ability to deliver subject matter		

Narrative

1.1: Syllabi, faculty, and candidate interviews provide evidence that candidates demonstrate adequate knowledge of health education.

1.2: Because of the infancy of the program, there was little output evidence of knowledge acquisition. However, interviews with staff/candidates and a review of the curriculum provided some supporting evidence for output evidence such as grade point average, work samples and tracking data on candidates. More time is needed to better assess student knowledge. Campus-wide integration in the areas of coordination and planning will help ensure program growth.

Areas for Improvement:

1.2: Candidates have had little or no school classroom experience based on review of courses taken.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		Coursework, review of course material, and interviews validate that candidates have an understanding of classroom motivation.	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments	Interviews, review of course material, and review of curriculum taken to date indicate limited evidence on candidates' ability to create a safe and positive learning environment.		

Narrative:

5.1: The health education program meets the state recommended coursework. Through interviews with the instructors, visiting classes, and looking at the syllabi, management skills are provided with innovative and up-to-date curriculum. Candidates are highly motivated and well disciplined, which provides for a safe learning environment on campus.

5.2: Candidates have had little practical school experience.

Areas for Improvement:

5.2: Candidates have had little or no school classroom experience based on review of courses taken.

Principle #6: Communication Skills**Program: Health**

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		Observations and interviews validate that adequate communication skills are provided candidates.	
6.2 Application of Thinking and Communication Skills	Interviews and review of curriculum taken to date indicate limited evidence on candidates' ability to apply their learned communication skills in a school environment.		

Narrative:

6.1: The health education program meets the state curriculum guidelines. Student interviews, test scores and work samples provide adequate communication skills.

6.2: Interviews and completed coursework show candidates have little practical communication experience in the 6-12 classroom. The team witnessed strong communication skills by candidates in several venues on campus; however, there was found little practical experience in the classroom to demonstrate this knowledge. There was limited evidence to show candidates' ability to communicate in a school classroom with at-risk behaviors.

Areas for Improvement:

6.2: Candidates have had little or no school classroom experience based on review of courses taken. Program needs to provide evidence of candidates' ability to communicate in educational settings with all students.

Principle #7: Instructional Planning Skills**Program: Health**

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		Coursework and interviews validate that candidates have an understanding of instructional planning.	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Context	Interviews and review of curriculum taken to date indicate limited evidence on candidates' ability to teach skills of current research trends and health policies in school settings.		

Narrative:

7.1: The health program provides evidence that candidates are able to plan and prepare instruction based upon sound health knowledge. Syllabi and faculty qualification provide a sound basis for candidates learning and using instructional planning effectively.

7.2: The candidates have not experienced student teaching but may have had a practicum.

Areas for Improvement:

7.2: Candidates have had little or no 6-12 classroom experience based on review of courses taken. Program has not gone through a complete candidate cycle of preparation.

Principle #9: Professional Commitment and Responsibility**Program: Health**

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		Coursework, review of course material and interviews validate that candidates have a professional commitment.	
9.2 Developing in the Art and Science of Teaching	Interviews and review of curriculum taken to date indicate limited evidence on candidates' ability to show their commitment and responsibility in a school setting		

Narrative:

9.1: The program provides evidence that candidates understand the need for professional development over their career as an educator. Monthly advisory meetings establish an avenue to learn to develop as reflective practitioners.

9.2: The courses taken have provided little or no experience to test candidates' commitment and responsibility in the classroom.

Areas for Improvement:

9.2: Candidates have had little or no 6-12 classroom experience based on review of courses taken.

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary for
Language Arts/English Standards

Unit: Brigham Young University – Idaho

Date of Visit: October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Program: English/Language Arts

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		Course syllabi, course requirements, assignments, exams, and interviews with faculty validate that candidates demonstrate adequate knowledge of English language arts.	
1.2 Making Subject Matter Meaningful	While the program provides a plan to develop the competencies, currently the program provides little or no evidence that candidates demonstrate an adequate ability to use learning activities that support instructional and curriculum goals that reflect effective teaching practice.		

Narrative:

1.1: The program provides evidence that candidates demonstrate adequate knowledge of English/language arts. Course syllabi, course requirements, completed assignments, and exams indicate that candidates have acquired adequate knowledge of multiple purposes for writing, writing processes, literary elements, literary periods, genre, and theories of literary analysis and criticism.

1.2: The program provides evidence that BYU-Idaho has a plan for candidates to demonstrate an adequate ability to use effective teaching practices and accurately reflect language arts content. The College of Language and Letters Assessment Workbook, August 28, 2002, clearly delineates curriculum components for English teacher education majors. However, neither teaching methods nor assessment strategies are developed. Lower division courses such as Writing Process (which may have a longer history on campus) have more candidate assignment examples. The methods course for English teacher education majors, English 430, provides a comprehensive syllabus and assessment tools including research projects, classroom presentations, and portfolios. However, very limited performance outcomes have been produced to date. No portfolios (representing 40 percent of the course grade) are, as yet, available to evidence that the candidates have internalized what was taught. During one interview, concern was expressed over candidate preparedness for student teaching because of the lack of a practicum experience to apply what they have learned. It is yet to be seen if candidates can apply what they have learned to a teaching situation.

Areas for Improvement:

1.2: The lack of performance outcomes makes it difficult to determine if the standard has been achieved at this time. Candidates need earlier and more in-depth opportunities to be in the classroom creating learning experiences, and closer collaboration and integration between English and secondary education would enhance candidate preparation.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	A review of materials provided little or no evidence that candidates demonstrate an adequate knowledge of the role of maturation in growth in writing, language acquisition and understanding of literary concepts.		
2.2 Provide Opportunities for Development	A review of materials provided little or no evidence that candidates demonstrate an adequate ability to recognize students' levels of language maturity and identify strategies to promote growth.		

Narrative:

2.1: According to the English Education Detailed Assessment Plan, September 2002, English 430 addresses this standard. However, in the materials provided for review, the syllabus did not reflect the standard. Assignments and candidate assignment examples demonstrated the candidates' reflection on their own writing, but not on student work. The standard is addressed in Educational Psychology as a course objective. It is unclear if the course provides for specific application regarding the role of maturation in growth in writing, language acquisition, and understanding of literary concepts. No performance outcomes were provided.

2.2: This standard is not addressed in the English Education Detailed Assessment Plan, September 2002. It is addressed in the syllabus for Reading in the Content Area. No performance outcomes were provided.

Areas for Improvement:

2.1: It is unclear if the course provides for specific application regarding the role of maturation in growth in writing, language acquisition, and understanding of literary concepts. Specific application needs to be provided.

2.2: The lack of performance outcomes makes it difficult to determine if the standard has been achieved at this time. Candidates need earlier and more in-depth opportunities to be in the classroom creating learning experiences, and closer collaboration and integration between English and secondary education would enhance candidate preparation.

Principle #4: Multiple Learning Strategies**Program:** English/Language Arts

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Learning Strategies		Curriculum descriptions and two candidate interviews and one faculty interview provided evidence to support that candidates demonstrate adequate knowledge of a variety of instructional strategies.	
4.2 Application of Multiple Learning Strategies	The program provides little or no evidence that candidates demonstrate an adequate ability to engage students through a variety of language activities and teaching approaches.		

Narrative:

4.1: English coursework addresses this standard by describing a variety of analytical and critical approaches used in discussing literature. This is not the same as providing a variety of instructional strategies. The Young Adult Literature syllabus emphasizes the opportunities provided in literary texts for individual readers to create meaning. The English methods course and two courses in the education core provide curriculum descriptions, which include a variety of comprehension and sequencing strategies to accommodate students' individual abilities. Interviews with one faculty member and two candidates indicated that students are taught and practice a variety of instructional strategies. No performance outputs were available.

4.2: In Education 205 candidate assignment examples include descriptions of a variety of teaching methods or strategies. While some candidates in some classes have had the opportunity to practice a variety of instructional strategies with classmates, candidates have not yet had the opportunity to demonstrate their abilities to apply these with students.

Areas for Improvement:

4.2: The lack of performance outcomes makes it difficult to determine if the standard has been achieved at this time. Candidates need earlier and more in-depth opportunities to be in the classroom creating learning experiences, and closer collaboration and integration between English and secondary education would enhance candidate preparation.

Element	Unacceptable	Acceptable	Target
8.1 Assessment Strategies	The program provides little or no evidence that candidates demonstrate an adequate knowledge of formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing and to determine teaching effectiveness.		
8.2 Using and Interpreting Program and Student Assessment Strategies	The program provides little or no evidence that candidates demonstrate an adequate ability to use formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing and to determine teaching effectiveness.		

Narrative:

8.1: In English course requirements, only one statement in one course syllabus refers to the use of formal and informal assessment strategies. Education 205 course objectives include that candidates will develop and use a variety of assessment strategies. Similarly, the syllabus for Reading in the Content Area includes reference to assessment. Interviews with 15 candidates taking the Reading in the Content Area class indicated limited understanding of the variety of assessment strategies and the use of assessment to inform instruction. Candidates have practiced writing test questions in a variety of classes. No performance outcomes were available at this time.

8.2: No evidence was found that candidates demonstrate an adequate ability to use formal and informal student assessment strategies for evaluating and advancing student performance or to determine teaching effectiveness. A course under development, Education 405, will require Teacher Work Samples that will address multiple assessments. Similarly, this will become a component in the English methods class.

Areas for Improvement:

8.1: Content area class indicated limited understanding of the variety of assessment strategies and the use of assessment to inform instruction. Additional assessment strategies need to be developed and implemented.

8.2: The lack of performance outcomes makes it difficult to determine if the standard has been achieved at this time. Candidates need earlier and more in-depth opportunities to be in the 6-12 classroom creating learning experiences. Closer collaboration and integration with secondary education would also enhance candidate preparation.

Principle #9: Professional Commitment**Program: English/Language Arts**

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		A review of the conceptual framework and interviews with two faculty and two candidates demonstrate an understanding of reflection and a commitment to the profession.	
9.2 Developing in the Art and Science of Teaching		Course requirements and interviews with faculty and candidates demonstrate that candidates have an adequate ability to engage in reading and writing for professional and personal growth and an awareness of professional organizations and resources.	

Narrative:

9.1: Commitment to the profession is firmly ingrained in the tenets of the conceptual framework. Interviews with two faculty and two candidates reflect the emphasis BYU-Idaho places on teaching and on lifelong learning.

9.2: A review of candidate assignment examples in English course requirements evidenced candidates' reflections on their own writing and on their personal growth as readers and writers. Additionally, a course under development, Education 405, will require Teacher Work Samples that will address reflective practices. In interviews with two faculty members many references were made to professional organizations such as the National Council of Teachers of English, the Four C's, and the International Reading Association. Candidates are being made aware of these organizations. Candidates in the English department have recently organized a Candidate English Academic Society and are hosting their first conference in October. The society includes an English education strand.

Areas for Improvement:

None Cited

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary for
Math Standards

College/University: Brigham Young University – Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Program: Math

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		Course syllabi, detailed assessment plan, dean interview and candidate interviews validate that candidates have adequate knowledge of mathematics.	
1.2 Making Subject Matter Meaningful	Little to no evidence of candidate creation and demonstration of “learning experiences” as indicated by course syllabi.		

Narrative:

1.1: A review of the courses indicates candidates are well prepared in content area. The dean’s interview, department chair interview, candidate interviews and course syllabi provided evidence that candidates demonstrate adequate knowledge of mathematics as delineated in professional and institutional standards. Candidates understand and can articulate the importance of engaging 6 -12 students in contributing to mathematical content development.

1.2: Course syllabi, candidate interviews, dean’s interview and department chair interview provided little to no evidence that candidates demonstrate adequate ability to create learning experiences that make mathematics inquiry, critical analysis, synthesis, and structures meaningful to students. Lesson plans were indicated in the methods 405 course, but it seems they were not taught anywhere. Minimal teaching experiences occur for candidates through math tutoring for some students, but evidence of other opportunities prior to student teaching was unavailable.

Areas for Improvement:

1.2: Candidates need to be provided increased experiences to create and demonstrate learning experiences with students – preferable 6-12 students - that are meaningful.

Principle #4: Multiple Instructional Strategies**Program: Math**

Element	Unacceptable	Acceptable	Target
4.1 Understanding Human Development and Learning		Course syllabi, interviews and assessment data validate that candidates have knowledge of a variety of mathematical tools.	
4.2 Provide Opportunities for Development	Course syllabi and interviews indicate minimal evidence candidates show/demonstrate mathematical learning strategies.		

Narrative:

4.1: Review of course syllabi, department chair interview, and candidate interviews provided evidence that candidates demonstrate adequate knowledge of a variety of mathematical tools and models, problem solving approaches, and other strategies to investigate, communicate and understand mathematics.

4.2: Course syllabi, department chair interview, and candidate interviews indicate minimal evidence that candidates demonstrate an adequate ability to use multiple instructional strategies to include mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate and understand mathematics. Course 405 indicates peer tutoring and classroom experiences, but all assessments were “exams” – no indication of demonstration and/or use with students, especially 6-12 students.

Areas for Improvement:

4.2: Experiences need to be implemented to create and demonstrate instructional units to include mathematical tools and models, problem solving approaches and other strategies to investigate, communicate and understand mathematics. These experiences need to be with 6-12 students prior to student teaching.

Element	Unacceptable	Acceptable	Target
11.1 Significant Mathematical Connections		Course syllabi, interviews and assessment data validate that candidates demonstrate knowledge of the inter-connectedness between strands of mathematics and linkages.	
11.2 Application of Mathematical Connections	Course syllabi, interviews and assessment data provide little to no evidence that candidates create learning experiences to help students make connections.		

Narrative:

11.1: Reviewing course materials and visiting with candidates provided evidence that candidates demonstrate knowledge of the inter-connectedness between strands of mathematics and the critical linkages between mathematics and other fields.

11.2: As a result of no field experiences noted and from interviews and course syllabi, little or no evidence was found that candidates demonstrate an adequate ability to create learning experiences to help 6-12 students make connections within the strands of mathematics and between mathematics and other disciplines.

Areas of Improvement:

11.2: Experiences need to be implemented for candidates to create and demonstrate learning experiences to help 6-12 students make connections in mathematics. These experiences need to be part of every course taught to a math education major.

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary for
Foundation Standards – Professional Technical Education

College/University: Brigham Young University – Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Program: Professional-Technical

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		Course material and interviews validate that candidates have an understanding of subject matter.	
1.2 Making Subject Matter Meaningful	Interviews and review of courses offered indicate no evidence on candidates' ability to deliver subject matter.		

Narrative:

1.1: Course syllabi and interviews validate that candidates have an understanding of agriculture subject matter. Content curriculum was reviewed, and staff has been identified for future agriculture education teacher preparation courses (beginning in fall of 2003).

1.2: Review of courses offered and interviews with faculty and candidates indicate future graduates are not prepared for delivery of subject matter. Advising of candidates to take preparation courses in the College of Agriculture/Life Sciences has begun, but candidates have not had a methods or curriculum class. Upgrading of current faculty for future teaching positions has begun.

Areas for Improvement:

1.2: Based on the courses taken, the candidates have no practical school experience to learn how they can apply subject matter in school settings. Practical school experiences need to be provided.

Principle #4: Multiple Instructional Strategies**Program:** Professional-Technical

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Learning Strategies		Curriculum and interviews provide evidence that candidates will demonstrate an adequate understanding of practical learning strategies for content areas.	
4.2 Application of Multiple Learning Strategies	Curriculum and interviews provide evidence that candidates have little or no experience in application of learning strategies in school settings.		

Narrative:

4.1: Course syllabi and interviews validate that candidates have an understanding of the need to use multiple learning strategies. Integration of the curriculum with other subject areas is planned. Plans are being made in the department for who will teach the learning strategy courses.

4.2: Review of courses offered and interviews with faculty and candidates indicate that candidates have not taken courses in methods, curriculum building, and student teaching. At least five candidates will begin taking these courses during the coming year.

Areas for Improvement:

4.2: Based on the courses taken, the candidates need to take methods courses to be able to expertly apply learning strategies in the content areas.

Principle #7: Instructional Planning Skills**Program: Professional-Technical**

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		Curriculum and interviews provide evidence that candidates will demonstrate an adequate understanding of the need for planning.	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Context	Curriculum and interviews provide evidence that candidates have little or no school experience in planning instruction.		

Narrative:

7.1: Curriculum and faculty interviews indicate the program provides adequate ability to plan and prepare instruction based on consideration of students' needs and community contexts. A partnership has been developed with the family and consumer sciences program to provide instructional planning in the fall of 2003.

7.2: Courses taken by candidates indicate that they have had no coursework in instructional planning.

Areas for Improvement:

7.2: Based on the courses taken, the candidates need to take instructional planning courses to be able to expertly apply learning strategies in the content areas.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		Curriculum and interviews provide evidence that candidates will demonstrate an adequate understanding of how to use formal and informal assessment strategies.	
8.2 Learning and Interpreting Program and Student Assessment Strategies	Curriculum and interviews provide evidence that candidates have little or no school application of assessment strategies.		

Narrative:

8.1: The program provides evidence through curriculum and interviews with faculty that candidates will be able to demonstrate the use of formal and informal assessment strategies. The department plans to assess students for standards achievement with evidence from video, work samples, survey, candidate achievement and tracking data.

8.2: Courses taken by candidates indicate that they have had no coursework in student assessment strategies.

Areas for Improvement:

8.2: Based on the courses taken, the candidates need to take student assessment coursework to be able to expertly apply learning strategies in the content areas.

Principle #9: Professional Commitment and Responsibility **Program:** Professional-Technical

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		Curriculum and interviews provide evidence that candidates will demonstrate adequate professionalism.	
9.2 Developing in the Art and Science of Teaching	Curriculum and interviews provide evidence that candidates have little or no experience in practical school settings to apply their professionalism.		

Narrative:

9.1: The program provides evidence through faculty interviews and curriculum that candidates will demonstrate professionalism, responsibility and reflection on teaching. There is an active advisory organization in content areas that will become an important part of the agriculture education program.

9.2: Courses taken by candidates indicate that they have had no coursework in reflecting on the art and science of teaching. Courses are planned for the coming year.

Areas for Improvement:

9.2: Based on the courses taken, the candidates need to be provided opportunities to reflect on the art and science of teaching.

Principle #10: Partnerships**Program: Professional-Technical**

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships		Curriculum and interviews provide evidence that candidates demonstrate an adequate ability to interact with community partners.	

Narrative:

10.1: Interviews with faculty and candidates provide evidence that these candidates adequately use the employment community to validate occupational skills. The agriculture department in the college has a history of strong community involvement that will be continued in the teacher education program.

Areas for Improvement:

None Cited

Principle #11: Learning Environment**Program: Professional-Technical**

Element	Unacceptable	Acceptable	Target
11.1 Create and Manage A Safe and Productive Learning Environment		Curriculum and interviews provide evidence that candidates demonstrate an adequate ability to create and manage a safe and productive learning environment.	

Narrative:

11.1: The program provides evidence that the candidates demonstrate an adequate ability to create and manage a safe and productive learning environment. The industry relations and facilities are in place for providing a strong safety and community focus for the college in the agriculture teacher education program.

Areas for Improvement:

None Cited

Principle #12: Workplace Preparation**Program: Professional-Technical**

Element	Unacceptable	Acceptable	Target
12.1 Competing Demands and Responsibilities of the Workplace		Curriculum and interviews provide evidence that candidates demonstrate an adequate knowledge of how to prepare students for the workplace.	
12.2 Competing Demands of Balancing Work and Personal Life		Curriculum and interviews provide evidence that candidates have practical experience in how to prepare workers to meet the competing demands of the workplace.	

Narrative:

12.1: Faculty interviews and curriculum show the program provides the candidates the knowledge of how to prepare students to meet the competing demands and responsibilities of the workplace. The college has a strong connection with the community businesses and demonstrates an ability to integrate community needs.

12.2: The program provides evidence through curriculum, community interviews and candidate interviews that candidates have adequate ability to teach how to manage the competing demands of balancing work and personal life. The candidates are provided opportunities to apply knowledge of how to balance the demands of work and personal life.

Areas for Improvement:

None Cited

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary for
Agriculture

College/University: Brigham Young University – Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Program: Agriculture

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		Course material and interviews validate that candidates have an understanding of subject matter.	
1.2 Making Subject Matter Meaningful	Interviews and review of courses offered indicate no evidence of candidates' ability to deliver subject matter.		

Narrative:

1.1: Course syllabi and interviews validate that candidates have an understanding of specific agriculture subject matter.

1.2: Review of courses offered and interviews with faculty and candidates indicate that candidates are not prepared for delivery of the specific subject matter. Faculty are advising candidates to take preparation courses in the College of Agriculture/Life Sciences, but candidates have not had a methods or curriculum class. Faculty is being prepared or hired for future teaching training positions.

Areas for Improvement:

1.2: Based on the courses taken, the candidates have no practical school experience to learn how they can apply subject matter in school settings. This concern needs to be addressed.

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary for
Family & Consumer Science

College/University: Brigham Young University – Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Program: Family & Consumer Science

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		Sample candidate work; conferences with candidates, the department chair, and a teacher, as well as candidate presentations and videos, validate that candidates have an adequate understanding of the subject matter.	
1.2 Making Subject Matter Meaningful	Due to a lack of field experience, candidates are not able to demonstrate an adequate ability of making the subject matter meaningful to 6-12 students.		

Narrative:

1.1: Interviews conducted with the department chair and several candidates; teaching and interview videos; as well as a review of course materials, class assignments and student assessments provide evidence that candidates demonstrate an in-depth understanding of the importance of engaging students in content development and the role the work-community and families play in shaping the professional-technical discipline.

1.2: Interviews with candidates, videos, and a review of class assignments provide evidence that candidates understand how to use materials and resources to contextualize instruction and curriculum to support instructional goals; how to use learning activities that are consistent with curriculum goals and reflect principles of effective instruction; how to integrate student organization leadership development concepts into the curriculum; and how to provide students with exposure to the work community through

work-place experiences. Without the student teaching experience, however, candidates are unable to demonstrate the ability to accomplish this with 6-12 students.

Areas for Improvement:

1.2: Candidates need earlier opportunities to be in the classroom creating learning experiences. The student teaching experience will provide candidates with the opportunity to fulfill these experiences and goals in the context of motivating and instructing 6-12 students.

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary for
Foundation Standards - Science

College/University: Brigham Young University – Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Program: Foundation Standards-Science

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter and Structure of Science		Printed course materials, interviews with faculty, and classroom visitations indicate that candidates are gaining knowledge of science and of the structure and nature of scientific knowledge.	
1.2 Making Science Meaningful	Because candidates have not completed student teaching, demonstration of whether or not candidates have the ability to make science meaningful to 6-12 students is still in question.		

Narrative:

1.1: Data such as course of study, printed course materials, visits to classrooms, and interviews with faculty and candidates indicate that candidates are asked to take an appropriate range of content courses. Candidate work in these courses is generally and primarily assessed via exams, some of which involve problem solving. In some courses, candidates are asked to write papers and give presentations to their peers.

1.2: Printed course materials, interviews with faculty and candidates, and visits to classrooms reveal that candidates get experience presenting to their own peers. Data as yet is not available to document the ability of the candidates to make the science they teach meaningful to 6-12 students.

Areas for Improvement:

1.2: Candidates get experience presenting to their own peers but have not yet had the opportunity to document their ability to make the science they teach meaningful to 6-12 students. This opportunity needs to be provided.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	Classroom visits, interviews with candidates and faculty, and printed course materials indicate that candidates have some knowledge of student “misconceptions” relating to the science they intend to teach.		
2.2 Provide Opportunities for Development	Candidates have as yet to participate in student teaching; hence, no data is available as to whether candidates demonstrate an adequate ability to carry out activities that facilitate students' conceptual change in science.		

Narrative:

2.1: It is clear from the data sources that candidates are informed about student “misconceptions” related to learning science, more in methods courses than in content area courses. Since candidates have not as yet completed student teaching, evidence is not available as to how candidates deal with these misconceptions in laboratory exercises or demonstrations.

2.2: Data is not available because candidates have not quite reached their student teaching phase.

Areas for Improvement:

2.1: Evidence that faculty are making use of their understanding of the copious work in the major bibliography in research in science education at the url: <http://www.ipn.uni-kiel.de/aktuell/stcse/stcse.html> would have a material and substantial effect on both the learning of the candidates and the learning of the candidates’ students. This would be important data to justifying an assessment of acceptable or target in this rubric.

2.2: Reasoned and principled collection of multiple forms of data of the sort suggested in the bibliography concerning student understanding of the phenomena as a result of candidate teaching is needed.

Principle #4: Multiple Instructional Strategies**Program: Foundation Standards-Science**

Element	Unacceptable	Acceptable	Target
4.1 Understanding Multiple Learning Strategies	Data from printed course materials, interviews with candidates and faculty, and visitation of classes indicate students have some understanding of multiple learning strategies.		
4.2 Application of Multiple Learning Strategies	Data indicating the candidates' abilities to make use of multiple learning strategies is not available.		

Narrative:

4.1: Printed course materials, interviews with faculty, and classroom visitations indicate that an overwhelming majority of the candidates' experience in content courses is of the inform-verify-practice form. As a result, it appears the typical view of alternative strategies covers only a very narrow range of variations on the inform-verify-practice scheme. Candidates are not directly and explicitly engaged in constructing their own personal understanding of the phenomena in standard content course activities. It appears that the first time candidates experience alternative forms of practice intended to engage alternative strategies for learning is in their methods class.

4.2: Data is not available because candidates have not reached their student teaching phase.

Areas for Improvement:

4.1: Reasoned and principled collection of multiple forms of data documenting the candidates' experiences with multiple learning strategies in their content and methods courses is needed.

4.2: Reasoned and principled collection of multiple forms of data documenting the candidates' use of multiple learning strategies with their students and the effects on the students' learning is needed.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		Data from classroom visits, interviews with candidates and faculty, and printed course materials indicate candidates get many experiences to communicate with each other and communicating with groups of people via a variety of forms of media engaging in standard forms of scientific communication.	
6.2 Application of Thinking and Communication Skills	Data does not yet exist concerning candidates' ability to engage 6-12 students in standard forms of scientific communication.		

Narrative:

6.1: It is clear that candidates at BYU-Idaho in science content courses have opportunities to communicate with each other in structured class settings probably more frequently than in many other institutions. This was evidenced in the inspection of printed course materials, visitation of classrooms, and interviews with candidates and faculty. The focus in the content courses is on the content.

6.2: Data is not available because candidates have not quite reached their student teaching phase as yet.

Areas for Improvement:

6.2: Reasoned and principled collection of multiple forms of data documenting the candidates' ability to engage their students in standard forms of scientific communications and the effect of this on the students' learning is needed.

Principle #9: Professional Commitment and Responsibility **Program:** Foundation Standards-Science

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		Classroom visits, interviews with candidates and faculty, and printed course materials indicate that candidates demonstrate commitment and responsibility toward their chosen profession.	
9.2 Developing in the Art and Science of Teaching	Data does not as yet exist to indicate the candidates' ability to make use of recent developments in science and in research in learning science to impact student learning.		

Narrative:

9.1: It is clear from classroom visits, interviews with faculty and candidates, and printed course materials that candidates are being brought into the process of being reflective practitioners of the profession of teaching. This happens primarily in secondary education and methods courses.

9.2: Data is not available because candidates have not reached their student teaching phase as yet.

Areas for Improvement:

9.2: Reasoned and principled collection of multiple forms of data documenting the candidates' ability to make use of recent developments in science and in our knowledge of learning in science in their work with students and the effect of this on the students' learning is needed.

Principle #11: Safe Learning Environment**Program:** Foundation Standards-Science

Element	Unacceptable	Acceptable	Target
11.1 Creating A Safe Learning Environment		Printed course materials and classroom visitation indicate the candidates are being introduced to the issues and principles of safety in the classroom.	

Narrative:

11.1: In some departments safety issues are more explicit in the content courses than in others, but all candidates are engaged in consideration of safety issues for teachers in the methods courses. Printed course materials give attention to safety in peer evaluations work and explicit lessons on the topics. No data exists concerning the candidates' engagement and response to safety issues in 6-12 classrooms.

Areas for Improvement:

None Cited

Principle #12: Laboratory Activities**Program:** Foundation Standards-Science

Element	Unacceptable	Acceptable	Target
12.1 Effective Use of Laboratory/Field Experiences	Data does not yet exist to document the candidates' ability to make use of laboratory/field experiences to engage student learning.		

Narrative:

12.1: Classroom visits, interviews with candidates and faculty, and printed course materials indicate that the candidates are being engaged in issues of the importance of and techniques of using laboratory/field experiences in instructional settings, but the candidates have not student taught as yet, so data does not exist to document their work with laboratory/field experiences and students in the classroom.

Areas for Improvement:

12.1: Reasoned and principled collection of multiple forms of data documenting the candidates' work using laboratory/field experiences with students and the effect of this work on student learning is needed.

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary for
Biology

College/University: Brigham Young University – Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Program: Biology

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter and Structure of Biology		Evidence gathered from candidate-delivered classroom demonstrations, printed course materials, class visitation, and interviews from faculty indicate candidates understand necessary biology and chemistry content.	
1.2 Making Biology Meaningful	Evidence gathered from interviews with candidates and faculty, classroom demonstrations, printed course materials, and class visitation indicates candidates are still acquiring the ability and skills to make biology meaningful to 6-12 students. No data to this effect exists at present.		

Narrative:

1.1: Printed course materials, the program of study, and faculty interviews indicate the biology candidates take a well-rounded complement of standard biology courses pertaining to the major divisions within the field of biology. They are assessed in some via exams, papers, oral presentations, and projects.

1.2: The biology candidates are in the middle of their methods course. The first cohort is due to student teach next semester. As such, data as to whether the candidates can in fact make the content and nature of biology knowledge meaningful to students is forthcoming.

Areas of Improvement:

1.2: Reasoned and principled collection of multiple forms of data is needed documenting the candidates' understanding of biological concepts and their ability to enable 6-12 students to construct meaningful understandings of biology, the nature and structure of this knowledge, and develop tools of inquiry via direct experience with the phenomena and interaction with each other.

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary for
Chemistry

College/University: Brigham Young University – Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Program: Chemistry

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter and Structure of Chemistry		Evidence gathered from candidate-delivered classroom demonstrations, printed course materials, class visitation, and interviews with faculty indicate candidates understand necessary chemistry content.	
1.2 Making Chemistry Meaningful	Printed materials and interviews with faculty indicate that no candidates have yet taken the chemistry methods course or student taught where evidence could be collected.		

Narrative:

1.1: The chemistry candidates take a well-rounded complement of standard chemistry courses pertaining to the major divisions within the field of chemistry. They are assessed in some form via nationally standardized exams (American Chemical Society), faculty-generated exams, papers, oral presentations, and projects. Evidence for this comes from printed course materials, a description of the degree program, and interviews with faculty.

1.2: As of the time of this evaluation, the chemistry methods course has not been offered, and no candidates have participated in student teaching. No output data is available to assess this part of the

standard. Until candidate numbers warrant separate courses, one methods course will cover both biology and geology.

Areas for Improvement:

1.2: Reasoned and principled collection of multiple forms of data is needed documenting the candidates' understanding of chemical concepts and their ability to enable 6-12 students to construct meaningful understandings of chemistry, the nature and structure of this knowledge. Also needed is the development of tools of inquiry via direct experience with the phenomena and interaction with each other.

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary for
Earth/Space Science

College/University: Brigham Young University – Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Program: Earth/Space Science

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter and Structure of Earth and Space Science		Evidence gathered from candidate-delivered classroom demonstrations, printed course materials, class visitation, and interviews with faculty indicates candidates understand necessary Earth and space science content.	
1.2 Making Earth and Space Science Meaningful	Evidence gathered from candidate-delivered classroom demonstrations, conversations with candidates, printed course materials, class visitation, and interviews with faculty indicates candidates are still acquiring the ability and skills to make biology meaningful to students. No data to this effect exists at present.		

Narrative:

1.1: Printed course materials, the program of study, and faculty interviews indicate the Earth/Space science candidates take a well-rounded complement of science courses pertaining to the major divisions within the fields of Earth/space science. They are assessed in some form via exams, papers, oral presentations, and projects.

1.2: The candidates are just in the middle of their methods course. The first cohort is due to student teach next semester. As such, data as to whether the candidates can in fact make the content and nature of Earth/space science knowledge meaningful to students is forthcoming.

Areas of Improvement:

1.2: Reasoned and principled collection of multiple forms of data is needed documenting the candidates' understanding of Earth\space science concepts to enable 6-12 students to construct meaningful understandings of Earth and space science.

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary for
Physics

College/University: Brigham Young University – Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Program: Physics

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter and Structure of Physics		Printed course materials, classroom visitations, and interviews with faculty indicate that there is evidence candidates acquire the necessary understanding of physics as a result of the program.	
1.2 Making Physics Meaningful	Printed materials and interviews with faculty indicate that no candidates have yet taken the physics methods course or student taught where evidence could be collected.		

Narrative:

1.1: Existing courses and planned courses appear to have the potential to enable physics teacher education candidates to meet this standard at the target level. As yet, several courses needed to make this possible have not been offered.

1.2: Existing courses and planned courses appear to have the potential to enable physics teacher education candidates to develop the necessary understanding of the phenomena and experience with inquiry in their own personal learning. These are necessary to develop lessons leading to meaningful understandings of the phenomena developed by their students.

Areas for Improvement:

1.2: Reasoned and principled collection of multiple forms of data is needed documenting the candidates' ability to enable 6-12 students to construct meaningful understandings of physics, the nature and structure of this knowledge, and the development of tools of inquiry via direct experience with the phenomena and interaction with each other.

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary for
Foundation Standards – Social Studies

College/University: Brigham Young University – Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Program: Foundation-Social Studies

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		Sample candidate work, conferences with candidates, department chair, and a teacher validate that candidates have an adequate understanding of the subject matter.	
1.2 Making Subject Matter Meaningful	Due to a lack of field experience, candidates are not able to demonstrate an adequate ability of making the subject matter meaningful to 6-12 students.		

Narrative

1.1: Interviews with candidates and university administrators and a review of course materials, class assignments and student assessments provide evidence that candidates are afforded opportunities to practice and demonstrate an adequate knowledge base of the social studies disciplines of history, geography and political science, the ways nations and societies have changed over time, and the impact that culture, religion, technology, the quest for equality, and other factors have on historical processes.

1.2: Interviews with candidates and a review of class assignments show that candidates have opportunity to practice creating learning experiences which trace and analyze chronological periods, relationships of significant historical concepts, investigate nations and cultures in terms of diversity, commonalities, and interrelationships, and incorporate current events and research into the curriculum. As yet, candidates have not had the opportunity to student teach and thus cannot demonstrate an adequate ability to make the subject matter meaningful to 6-12 students.

Areas for Improvement:

1.2: Candidates need earlier opportunities to be in the classroom creating subject matter learning experiences. Student teaching needs to provide evidence that subject matter taught is meaningful to 6-12 students.

Principle #2: Human Development and Learning **Program:** Foundation-Social Studies

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		Lesson plans, course outlines and interviews validate that teacher candidates gain an adequate understanding of human development and learning.	
2.2 Provide Opportunities for Development	Due to a lack of field experience, candidates are not able to demonstrate that they can facilitate opportunities for 6-12 students to perform community service.		

Narrative:

2.1: Lesson plans, course outlines and interviews indicate that candidates are prepared to demonstrate an adequate understanding of how leadership, group and cultural influences contribute to intellectual, social and personal development. Many candidates in this program bring in a wealth of experience from foreign countries that, through class discussion, contribute to the overall understanding of leadership, group, and cultural contributions to development.

2.2: Culturally and philosophically candidates in this program demonstrate an in-depth experience in performing service to one another, university-wide. Course and lesson outlines of several courses require participation in a variety of community activities in order to pass the class. The lack of student teaching experience, to this point, disallows the opportunity for evidence of the candidates' ability to facilitate and stimulate opportunities for 6-12 students to perform community service relevant to the social sciences.

Areas for Improvement:

2.2: Opportunities need to be provided for candidates in social science to perform community service.

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary for
History Standards

School: Brigham Young University – Idaho

Date of Visit: October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Program: History

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		Sample candidate work, conferences with candidates, the department chair and a teacher validate that candidates have an adequate understanding of the subject matter.	
1.2 Making Subject Matter Meaningful	Due to a lack of field experience, candidates are not able to demonstrate an adequate ability of making the subject matter meaningful to 6-12 students.		

Narrative:

1.1: Interviews with candidates and university administrators and a review of course materials, class assignments and assessments provide evidence that candidates are provided adequate understanding of the role of exploration and expansion in United States history; of the effect of migration and immigration on the evolution of the United States; of political, social, cultural, and economic responses to industrialization and technological innovation; and how the development of the United States is related to international relations and social diversity of the peoples of the United States.

1.2: Interviews with candidates and a review of class assignments show that although candidates have experienced incorporating contemporary history into curriculum to show the relevance of history and to convey the significance of the impact of other nations and cultures on the United States, they have not had the opportunity to student teach and thus cannot demonstrate an adequate ability to create learning experiences that make the subject matter meaningful to 6-12 students.

Areas for Improvement:

1.2: Candidates need earlier opportunities to be in the classroom creating subject matter learning experiences. Student teaching experiences need to provide candidates with opportunities to create learning experiences that incorporate contemporary history into the curriculum and convey the significance of the impact of other nations and cultures on the United States.

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary for
Foundation Standards – Visual and Performing Arts

College/University: Brigham Young University – Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Program: Visual/Performing Arts

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		Interviews, syllabi, candidate portfolios and assessment data indicate candidates demonstrate adequate content knowledge in a particular area of the visual and performing arts.	
1.2 Making Subject Matter Meaningful		Interviews, syllabi, candidate portfolios and assessment data indicate candidates demonstrate an ability to help and instruct 6-12 students in the arts.	

Narrative:

1.1: Interviews with instructor, administrators, and candidates, and a review of syllabi and assessment data provide evidence that candidates demonstrate adequate knowledge of historical, critical, performance, and aesthetic concepts and a technical and expressive proficiency in a particular area of the visual and performing arts.

1.2: Interviews, syllabi, candidate portfolios, and assessment data provide evidence that candidates demonstrate ability to help 6-12 students create, understand, and become involved in the traditional, popular, folk and contemporary arts as relevant to the candidates' interests and experiences and an ability to instruct students in interpreting and judging their own artwork, as well as works of others. Although the review did not reference direct teaching in the 6-12 schools, the experiences noted offered opportunities for such instruction to occur. Increased 6-12 field experiences would be valuable before student teaching.

Areas of Improvement:

None Cited

Principle #5: Classroom Motivation and Management Skills **Program:** Visual/Performing Arts

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		Interviews, syllabi, candidate portfolios and assessment data validate candidates demonstrate knowledge of classroom motivation as it relates to the arts.	
5.2 Creating, Managing and Modifying for Safe and Positive Learning Environments (same as Core)			

Narrative:

5.1: Review of course syllabi along with interviews and candidate portfolios provided evidence that candidates demonstrate adequate knowledge of how to integrate whole body learning into arts instruction.

Areas of Improvement:

None Cited

Principle #7: Instructional Planning Skills**Program: Visual/Performing Arts**

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		Interviews, syllabi, candidate portfolios and assessment data indicate candidates demonstrate instructional planning skills in connection with subject matter and curriculum goals.	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts (same as Core)			

Narrative:

7.1: Interviews with administrators, faculty, and candidates, and a review of candidate portfolios, syllabi, and assessment data provide evidence that candidates demonstrate adequate knowledge of sequential, holistic, and cumulative processes and the use of the tools necessary for the communication of ideas.

Areas of Improvement:

None Cited

Principle #8: Assessment of Student Learning**Program: Visual/Performing Arts**

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		Interviews, syllabi, candidate portfolios and assessment data indicate candidates demonstrate adequate knowledge of assessment of student learning.	
8.2 Using and Interpreting Program and Student Assessment Strategies	Interviews, syllabi, candidate portfolios and assessment data indicate minimal evidence that candidates use and interpret program and 6-12 student assessment strategies.		

Narrative:

8.1: Interviews with candidates, university administrators and faculty, and a review of assessment data, portfolios, and a review of syllabi provide evidence that candidates demonstrate adequate knowledge of how to assess students' learning and creative processes, as well as finished products.

8.2: Interviews with candidates, university administrators and faculty, and a review of assessment data, portfolios, and a review of syllabi provide minimal evidence that candidates demonstrate an adequate ability to provide 6-12 students with equal opportunities for display, performance, and recognition for what they know and can do in the arts. Assessment works within the departments are well defined but work with 6-12 students is missing. If student teaching data were available, this evidence may be provided.

Areas of Improvement:

8.2: Opportunities are needed for experiences in arts assessment with P-12 students prior to, and in addition to, student teaching.

Principle #9: Professional Commitment and Responsibility **Program:** Visual/Performing Arts

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		Interviews, syllabi, candidate portfolios and assessment data indicate candidates demonstrate adequate knowledge of how to contribute in their field of interest.	
9.2 Developing in the Art and Science of Teaching (same as core)			

Narrative:

9.1: Interviews with administrators, instructor, and candidates, and a review of candidate portfolios, syllabi and assessment data provide strong evidence that candidates demonstrate adequate knowledge of how to contribute in their field of interest. Extensive individual presentation requirements and standards provide evidence that candidates will contribute in their field.

Areas of Improvement:

None Cited

Principle #10: Partnerships**Program: Visual/Performing Arts**

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships		Interviews, syllabi, candidate portfolios and assessment data indicate candidates interact with colleagues, parents, and community in partnerships.	
10.2 Interacting with Colleagues, Parents, and Community in Partnerships (same as Core)			

Narrative:

10.1: Interviews with administrators, instructor, and candidates, and a review of candidate portfolios, syllabi and assessment data provide evidence that candidates demonstrate adequate knowledge of how to articulate and promote the arts for the enhancement of the school and the community. School and community-wide evidence of the strength of the visual and performing arts department was recognized.

Areas of Improvement:

None Cited

Principle #11: Learning Environment**Program: Visual/Performing Arts**

Element	Unacceptable	Acceptable	Target
11.1 Safe Learning Environment	Interviews, syllabi, candidate portfolios and assessment data provide minimal evidence that candidates demonstrate an adequate ability to instruct 6-12 students essential to a safe learning environment.		

Narrative:

11.1: Interviews with the department dean, instructor, candidates, candidate portfolios and review of syllabi and assessment data provide minimal evidence that candidates in all areas of the performing arts demonstrate an adequate ability to instruct 6-12 students in procedures that are essential to safe arts activities; to manage the simultaneous daily activities of the arts classroom; and to operate/manage performance and/or exhibit technology safety. Evidence was provided for the theater arts program, but no evidence was found for the other programs. Candidate interviews indicated that the individuals were versed in the requirements for their own safety within the programs, but no instruction for teaching others had occurred.

Areas of Improvement:

11.1: Safety instruction and classroom management need to be made available and documented in all programs along with 6-12 field experience for candidates prior to student teaching.

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary for
Art

College/University: Brigham Young University – Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Program: Art

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		Candidate interviews, course syllabi, and candidate portfolios show evidence that candidates demonstrated knowledge to communicate ideas in visual arts.	
1.2 Making Subject Matter Meaningful (same as Core)			

Narrative:

1.1: Careful review of course assignments, detailed assessment data review, interview with administrators, candidate interview and review of candidate portfolios provided evidence that candidates demonstrate adequate knowledge of formal, sensory, and expressive elements and principles to communicate ideas in the visual arts.

Areas of Improvement:

None Cited

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary for
Music

College/University: Brigham Young University – Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Program: Music

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		Course syllabi, interview with dean, and candidate interviews indicate that candidates demonstrate adequate knowledge to improvise, compose and arrange music in a variety of styles and perform as a vocalist or instrumentalist.	
1.2 Making Subject Matter Meaningful (same as core)			

Narrative:

1.1: Interviews with candidates and administrators and a review of course syllabi provide evidence that candidates demonstrate adequate knowledge of how to improvise, compose, and arrange music in a variety of styles and settings. The program strongly supports candidate performance as a vocalist or instrumentalist and provides instruction and practice in teaching groups of beginning candidates.

Areas for Improvement:

None Cited

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary for
Music

College/University: Brigham Young University – Idaho **Date of Visit:** October 12-16, 2002

Principle #7: Instructional Planning Skills

Program: Music

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		Course syllabi, interview with dean, candidate interviews validate that candidates have adequate knowledge to design learning opportunities for students.	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		Course syllabi and interviews validate that candidates demonstrate ability to discriminate aural perception of musical events.	

Narrative:

7.1: Interviews with administrators, candidates and a review of course syllabi provide evidence that candidates demonstrate adequate knowledge of how to design a variety of musical learning opportunities for candidates both instrumentally and vocally. In addition, candidates design learning opportunities for each other in traditional performance groups.

7.2: Course syllabi and dean/candidate interviews provide evidence that candidates are involved in numerous musical events and demonstrate ability to discriminate aural perception of these events. Candidates are involved in numerous musical events with individual reflections required.

Areas for Improvement:

None Cited

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary for
Theater/Speech

College/University: Brigham Young University – Idaho **Date of Visit:** October 12-16, 2002

Principle #1: Knowledge of Subject Matter

Program: Theater/Speech

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		Course syllabi, interview with methods instructor and careful review of assessment data validate that candidates demonstrate an understanding of the history of theater as a form of entertainment and as a societal influence. Candidates demonstrate understanding of the constructs of values and ethics and their roles in communication.	
1.2 Making Subject Matter Meaningful		Interview with department chair, interview with instructor, and course syllabi indicate candidates have opportunity to demonstrate ability to incorporate various styles of acting and production techniques. Candidate creates learning experiences and learning activities relevant to communication processes.	

Narrative:

1.1: Review of course syllabi and course assignments, detailed assessment data review, and interviews with administrators and instructor of methods course provided evidence that candidates demonstrate an understanding of the history of theater as a form of entertainment and as a societal influence. Candidates

are trained in the basic theory and process of play writing and production, the history and process of acting, and the elements and purpose of design and demonstrate an understanding of audience analysis and adaptation. Candidates demonstrate an understanding of the constructs of values and ethics and their roles in communication and understand the process of communication and the interactive roles of perceptions, meaning, symbolism, and language, and their effects on communication.

1.2: Interviews with faculty and administrators, along with review of course syllabi, indicate that candidates have opportunities to demonstrate ability to incorporate various styles of acting and production techniques. Through class presentations and limited practicum opportunities, candidates model and teach the values and ethical principles associated with the performing arts and communication. Through department productions, candidates support individual interpretation of character, design, and other elements inherent to theater. Through presentations, candidates create lessons that stress the importance of audience analysis and adaptation and present communication as a process of integral components.

Areas for Improvement:

None Cited

SOURCES OF EVIDENCE

Team members reviewed the following sources of evidence during the team visit:

- the team report,
- course syllabi,
- minutes of meetings,
- contractual agreements,
- program plans and descriptions,
- advising checklists,
- class assignments and reports,
- portfolios,
- video tapes,
- letters of support, and
- work samples.

INTERVIEWS

Interviews	Number of Interviews
Students	83
Faculty	8
Cooperating Teachers	6
Principals	4
University Supervisors	2
Administrators	19