

A. SUBJECT:

Courses of Study and End of Course Assessments Aligned to Idaho Achievement Standards

BACKGROUND:

All students graduating from Idaho public high schools must meet locally established achievement standards. The state achievement standards are the minimum standards to be used by every school district in order to establish a level of academic achievement necessary to graduate from Idaho's public schools (IDAPA 08.02.03.105.02).

Idaho Achievement Standards have been developed in six subject areas for grades K-12: science, social studies, humanities, health, mathematics and language arts/communication (IDAPA 08.02.03.200).

The Idaho State Department of Education has developed courses of study that may be used by school districts on a voluntary basis. When used, these documents assist school districts as they develop educational programs aligned to the Idaho Achievement Standards (IDAPA 08.02.03.102.02).

School districts are responsible for writing and implementing assessments in social studies, science, health and humanities (IDAPA 08.02.03.111.07).

When fully implemented, the Idaho Achievement Standards provide a solid foundation upon which to build a comprehensive curriculum.

DISCUSSION:

Courses of Study: The Idaho State Department of Education has been actively assisting Idaho school districts with the implementation of the Idaho Achievement Standards. One aspect of this technical assistance has been the development of courses of study in the sciences, social studies, humanities, health, mathematics, and English/Language Arts (see attachment for list). Idaho teachers worked with the Department's content specialists to create courses of study that organize the subject area standards into instructional blocks. Each block has a set of measurable objectives, and suggested activities that incorporate the integration of technology standards. Once the written, taught and tested curriculum is aligned to a course of study, the teacher and the student can be assured that the content standards for that subject area are covered. The Department's content area specialists continue

to assist many school districts to align their curriculum to the courses of study, thus allowing for a rich and comprehensive academic program.

End of Course Assessments: The Idaho State Department of Education developed nine (9) end of course assessments. They are in the areas of Economics, American Government, U.S. History I & II, Earth Science, Physical Science, Biology, Health I & II. Each assessment is closely aligned with the Idaho Achievement Standards for its subject area, and is a knowledge-based assessment. Idaho teachers, working with the Department's content specialists, developed the test items.

The Department contracted with the Northwest Regional Educational Laboratory (NWREL) to conduct the item data analysis for both the field tests and the pilot tests. During the 2001-2002 school year, the department conducted field tests of the test items for each assessment. School districts volunteered to participate in the field and pilot tests.

Over 12,000 students participated in the field tests. In June 2002, NWREL worked with the teachers and content specialists to do an item analysis of each test question and, through a refining process, prepare the pilot tests. The pilot tests were conducted during the 2002-2003 school year with a minimum of 500 students participating for each assessment.

The Idaho State Department of Education and Idaho teachers recognize the importance of providing opportunities for students to express their knowledge in multiple formats. So, in addition to the knowledge-based end of course assessments, many of the social studies courses also have suggested performance assessments and activities.

A performance assessment template is provided for the sciences. This template provides teachers with a comprehensive framework for developing performance assessments that align to classroom instruction.

The end of course assessments and the courses of study are now available to schools on a CD-ROM (mailed to SBOE members). The courses of study are also available on the Department's web site, www.sde.state.id.us/dept. School districts may choose to use the end of course assessments in lieu of developing their own.

ATTACHMENT:

1. Courses of Study and End of Course Assessments

Courses of Study and End of Course Assessments

7/2003

Courses of Study	End of Course Assessments
<p>The following Courses of Study were developed by the SDE in partnership with Idaho teachers. They are available on CD-ROM and at www.sde.state.id.us/admin/coursesofstudy.htm</p> <p>SCIENCE</p> <ul style="list-style-type: none">• Biology• Earth Science• Physical Science• Life Science• Integrated Instructional Guides grades 3-6 <p>HEALTH</p> <ul style="list-style-type: none">• High School• JHS/ Middle• Grades K-6 <p>SOCIAL STUDIES</p> <ul style="list-style-type: none">• American Government• Economics• U.S. History 1 & 2• World History/Humanities• Social Science Exploratory• Integrated Instructional Guides grades 4-7* <p>MATHEMATICS</p> <ul style="list-style-type: none">• Algebra 1• Geometry <p>LANGUAGE ARTS/COMMUNICATIONS</p> <ul style="list-style-type: none">• English grades 9, 10, 11 & 12 <p>HUMANITIES</p> <ul style="list-style-type: none">• Foreign Language (Spanish, French, German)• Interdisciplinary Humanities	<p>End of Course Assessments are available for the courses listed below. They were developed by the SDE in partnership with Idaho teachers and Northwest Regional Educational Laboratory. They are available on CD-ROM.</p> <ul style="list-style-type: none">• Biology• Earth Science• Physical Science• American Government• Economics• U.S. History 1 & 2• Health H.S and JHS/Mid <p>Additionally, a performance assessment template for use in the sciences is available. Performance assessments and activities are available for use with the social studies courses.</p>
	Other Curricular Support
	<p>Primary Grades</p> <p>SDE curriculum staff developed the following materials to be used in the primary grades as models for teachers in integrating all content areas into the instructional process.</p> <p>Grade 3: Roxaboxen is a book based on the social studies theme of community and appropriately used in the 3rd grade. Multidisciplinary lesson plans accompany this book.</p> <p>Grade 2: Car Washing Street is a book based on the social studies theme of neighborhood and appropriately used in the 2nd grade. Multidisciplinary lesson plans accompany this book.</p> <p>The Idaho Association for Supervision and Curriculum Development (IASCD) purchased a copy of each book for every school. Every Idaho public elementary school received each book and the accompanying lesson plans.</p> <p>The lesson plans are available on the SDE web site and the CD-ROM. Additional copies of the book may be purchased from Scholastic.</p>

B. SUBJECT:

Adoption of Curricular Materials and Related Instructional Materials as Recommended by the Curricular Materials Selection Committee

BACKGROUND:

The Administrative Rules of the State Board of Education (IDAPA 08.02.03.112) describes the adoption process for curricular materials. Materials are adopted for a period of five (5) years and multiple adoptions are made in each subject area.

Idaho Code 33-118A defines curricular materials as "textbook and instructional media including software, audio/visual media and Internet resources."

The Curricular Materials Selection Committee is charged with the responsibility to screen, evaluate, and recommend curricular materials for adoption by the State Board of Education.

For 2003, the main adoption cycle is for curricular materials in the subject areas of Mathematics and Professional-Technical Education.

In addition, the two-year interim adoption clause allowed for submissions of materials in the subject areas of Social Studies, Character Education, Language Arts, Part II (English, spelling, composition, grammar and usage), Communications (speech and journalism), Humanities (interdisciplinary, foreign languages, dance, music, theatre and visual art), Dictionary and Thesaurus.

New to the adoption process this year is the inclusion of Research-Based Reading, Intervention Reading and Limited English Proficiency to the annual adoption process along with the Computer Applications.

RECOMMENDATION:

The State Department of Education recommends the adoption of curricular materials as outlined in Attachment 1, *2003 Curricular Materials Recommendations Book*.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the request by/for adoption of curricular materials and related instructional materials as recommended by the Curricular Materials Selection Committee as submitted. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. *Curricular Materials Recommendation Book 2003.*

Note: These materials were not received in electronic form. For more information, contact Deanie Grant at 332-6974.

C. SUBJECT:

Boise State University Teacher Preparation Program Review Report

BACKGROUND:

According to Idaho Code §33-1258 and State Board of Education Rule 08.02.02.100.01, the Professional Standards Commission has the responsibility to evaluate teacher preparation programs in Idaho. As part of the (National Council for the Accreditation of Teacher Education) NCATE/Idaho partnership agreement, a concurrent NCATE/Idaho on-site visit is scheduled on a five-year cycle basis. The scheduled on-site visit at Boise State University was conducted on April 12-16, 2003.

DISCUSSION:

The protocol for the NCATE/Idaho partnership agreement provides that NCATE reviews the unit (i.e., facilities, staff load, resources), while the state reviews individual programs (i.e., English, Mathematics, etc.).

The state team was chosen from a cadre of trained people. The cadre includes representation from the business community, higher education, the Idaho Education Association, the State Board of Education, the State Department of Education, Idaho Association of School Administrators, and the Idaho School Boards Association.

Mr. Ron Manley, Director of Student Teaching in the College of Education at Northwest Nazarene University in Nampa, served as the state team chair.

According to State Board-approved protocol for Idaho teacher preparation program reviews, "... the Professional Standards Commission will vote on program approval recommendations and forward these recommendations to the State Board of Education for final action."

RECOMMENDATION:

It is recommended that the State Board of Education accept the state team report as approved by the Professional Standards Commission, thus providing state continuing program approval for the teacher preparation program at Boise State University in Boise.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the request by the Professional Standards Commission to accept the state team report as approved by the Professional Standards Commission. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. The state team report as approved by the Professional Standards Commission
2. Process, elements of the recommendation and accompanying rationale

TEAM REPORT

Professional Standards Commission

Idaho State Board of Education

Program Approval Evaluation

Boise State University
Boise, Idaho
April 12-16, 2003

**Concurrent Visit with the
NCATE Board of Examiners
Team**

State Team:

Ron Manley, Chair
Gregory Cox
Darlene Dyer
Kay Higer
Jann Hill
David Magleby
Virginia Robinson
Dave Rodriguez
Larry Tinker

State Observer:

Larry Norton

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**PROGRAM RECOMMENDATIONS
IDAHO STANDARDS FOR INITIAL CERTIFICATION OF
PROFESSIONAL SCHOOL PERSONNEL**

Program	Recommendation
Core Teacher Standards	Approved
Anthropology, Social Science	Approved Conditionally
Art	Approved
Communications	Approved
Curriculum and Instruction: Secondary Certification	Approved
Early Childhood/Special Education Blended	Approved
Economics, Social Science	Approved
Elementary Education	Approved
Elementary Education/Bilingual-ESL	Approved
English	Approved
History	Approved
Mathematics	Approved
Modern Languages: Secondary Certification	
French	Approved
German	Approved
Spanish	Approved
Music	Approved
Physical Education	Approved
Political Science, Social Science	Approved
Science Foundation Standards	
Biology	Approved
Chemistry	Approved
Earth Science	Approved
Physics	Approved
Sociology, Interdisciplinary Social Science	Approved
Sociology, Social Science	Approved Conditionally
Special Education Foundation Standards	
Special Education: Generalist	Approved
Special Education: Severe Disabilities	Approved Conditionally
Theatre Arts	Approved Conditionally
Pupil Personnel Certification Programs	
School Counselor	Approved
School Social Worker	Approved

**IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL:
TEAM FINDINGS**

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University
Principle(s) Reviewed: Core Teacher Standards

Review Dates: April 12-16, 2003

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

A review of assessment data related to admission to the teacher education program, interviews with department faculty, administrators, and candidates, and the review of student work samples provide indications that candidates are well prepared in the content area and represent the content accurately and in meaningful ways to students. In addition, candidates generally recognize the ever changing body of knowledge and the importance of accessing available resources for new information that help make connections across content areas and in the lives of all the students and their families.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

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

Course outlines and syllabi provided for the required core for education students, student-prepared lesson and unit plans, and interviews of candidates indicate that they demonstrate adequate understanding of how to support students in intellectual, social, and personal growth. Experiences of elementary candidates in Blocks 5 and 6 and secondary candidates in Blocks 2 and 3 demonstrate teaching scenarios and other interaction with students, their ability and willingness to work to develop the overall growth of students in their classrooms.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunity for Development		X	

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

Analysis of course outlines, lesson and unit plans, student work samples, and interviews of current candidates and their mentor teachers indicate that candidates have adequate knowledge regarding the need for and methods of adapting instruction to meet the needs of the learners present in their classrooms. Candidates responded favorably regarding the helpfulness of field experiences in providing first-hand opportunities to see and try various methods of instruction for learners with a variety of needs. In addition, candidates completing the final block of their program are able to create and deliver lessons to meet the needs of the learners with whom they work.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs		X	

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

Evidence from lesson and unit plans, student work samples, printed course materials, and comments from candidates and mentor teachers indicates that the candidates learn about and implement a variety of instructional strategies in the lessons prepared and delivered in the classrooms during their final blocks of the program. The integration of a variety of technologies in the learning activities further illustrates the knowledge and willingness to utilize variety in instruction.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Learning Strategies		X	
4.2 Application of Multiple Learning Strategies		X	

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

Interviews conducted with candidates and mentor teachers, along with the evidence from the review of student work samples, indicate that candidates are exposed to, and make application of, effective strategies for the management of student behavior and classroom procedures. Candidates at all instructional levels are demonstrating the appropriate knowledge and skill in motivating students to learn and in managing the classroom. Several comments from mentor teachers indicate an increasing competency in classroom management being demonstrated during the extended time assigned in the block program by the teacher candidates from the university.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

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

Interviews of candidates and mentor teachers, observation of classroom instruction, as well as the review of classroom materials, give evidence that candidates are effective in guiding learning through the use of questioning skills and in using a variety of techniques to guide inquiry, collaboration, and interaction in and beyond the classroom. Candidates make use of proper grammar and conventions in the written and oral language observed in the interviews and in review of student materials.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of Thinking and Communication Skills		X	

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

Analysis of lesson and unit plans and interviews with both university liaisons and mentor teachers indicate that candidates plan and prepare lessons based on their knowledge of content, knowledge of the students and their abilities and needs.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

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

Review of student work samples, lesson and unit plans, and interviews with candidates indicate that they make use of both formal and informal assessments for planning and instruction. Strategies verified include rubrics, observation of students, journaling, and written assessments in a variety of forms to evaluate student performances and program effectiveness. Informal and formal assessment strategies lead to candidate response regarding future learning decisions.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

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

Interviews of faculty, mentor teachers and candidates validate a commitment to the teaching profession by the candidates. Candidate exposure to the philosophy and practice of a commitment to learning as communicated in the conceptual framework and course syllabi includes modeling of these dispositions by the university faculty and mentor teachers. Candidate journals also include responses to classroom scenarios and the resulting change in practice upon reflection and consultation with mentor teachers and/or university liaisons.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Developing in the Art and Science of Teaching		X	

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

Opportunities for candidates to interact with colleagues, parents, and community members in the support of student learning and well-being are provided through course assignments, seminars, staff meetings on-site, and participation in a variety of conferences related to student effort and performance. During interviews with candidates and mentor teachers, references were made to writing parent letters and participating in parent-teacher conferences and Individual Education Program (IEP) meetings, etc., which play a significant role in supporting student learning and well-being.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships		X	

Recommended Action on All Ten Core Principles:

- X** Approved
 ___ Approved Conditionally
 ___ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University **Review Dates:** April 12-16, 2003
Principle(s) Reviewed: Anthropology, Social Science

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

The university provides the opportunity to build fundamental principles and understanding in the field of anthropology. Since spring 2000, however, no candidates have been recommended for certification in the program. One current candidate was contacted and found to be highly competent. Information from course syllabi and an interview with the candidate demonstrated adequacy of content knowledge. Although content knowledge was evident, the student was placed in a history teaching setting and had no opportunity to demonstrate knowledge or create meaningful learning opportunities for students about anthropology.

Due to the candidate's previous travels and training, he has an expansive knowledge base. Multiple assessments of student learning strategies were effective during the field experience.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful	X		

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

An interview with a teacher candidate provided evidence that there is an understanding of student learning and ability to provide opportunities for student growth. Given the nature of the field placement, it is not possible for this student to demonstrate capabilities in the content area of anthropology.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development	X		

Areas for Improvement:

1.2 and 2.2 Teacher candidates are not provided field placement opportunities in the content area of anthropology in order to demonstrate opportunities for development of creative learning experiences that make subject matter meaningful for students.

Recommended Action:

- ☐ Approved
☒ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University
Principle(s) Reviewed: Art

Review Dates: April 12-16, 2003

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

Interviews with candidates, university faculty and mentor teachers and analysis of candidate work samples indicate that candidates understand formal, sensory and expressive concepts of visual arts. Mentor teachers stated candidates were confident in their ability, yet willing to listen. As observed in an Art Methods for Elementary Students class, lesson plans, assessments, and reflection journals demonstrate candidate abilities to create meaningful experiences for diverse student populations. Several candidates stated more time is needed for reflection to ensure instruction is adapted to accommodate all student needs. Evidence shows that candidates participate in home/school connections and community outreach activities such as conducting school tours at the Boise Museum and giving art lessons to under-privileged children.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Recommended Action:

☒ Approved
☐ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University
Principle(s) Reviewed: Communications

Review Dates: April 12-16, 2003

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

A review of syllabi matrix, course outlines, and performance data show that candidates possess knowledge of the relevant and integrated components of effective communication. Interviews with candidate and university faculty provide evidence that candidates create learning experiences that emphasize the roles of organization and perceptions and meaning in the process of communication. Candidate reiterated his ninth grade students' success with learning how to effectively use transitions in an informative speech. Examination of COM 401's Instructional Resource Unit assessments provides further evidence that candidates design meaningful learning activities using a variety of resources and strategies that support instructional objectives.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Recommended Action:

☒ Approved
☐ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University **Review Dates:** April 12-16, 2003
Principle(s) Reviewed: Curriculum and Instruction: Secondary Certification

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

Knowledge of subject matter is verified by providing a transcript, copies of Academic Adjustment forms, and a copy of the Approval of Major Program for Candidates with Degrees Seeking Secondary Certification. A minimum overall grade point average of 3.0 for undergraduate work and a minimum grade point average of 2.75 of both content major and minor fields are required. To be admitted to this program, candidates must be within 6 semester credit hours of completion of required major and minor area content courses.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

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

Course outlines and unit plans indicate that information pertaining to this principle was available to the candidates. This was verified by an examination of student work samples. Student interviews revealed further evidence that this principle was being met. Numerous students interviewed stated that course EDUC 538 was their primary source for Principle 2.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

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

Course outlines and unit plans indicate that information pertaining to this principle was available to the candidates. This was verified by an examination of student work samples. The samples exhibited diverse lesson plans and learning strategies. Students gave courses EDUC 550 and 544 as the primary source of information to create additional opportunities to meet diverse student needs.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs		X	

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

Interviews with numerous students verified that course materials in EDUC 538 and 575 were the primary source of knowledge in developing many creative ways to present various instructional materials. This knowledge was further verified by student work samples.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Learning Strategies		X	
4.2 Application of Multiple Learning Strategies		X	

Principle 5: Classroom Motivation and Management Skills - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Analysis of EDUC 560 and 561 course outlines indicated that basic motivational and management materials were present. Interviews with candidates and student work samples indicate that most learning comes from observation and actual teaching experience.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

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

Course materials and unit plans are in place to foster inquiry, collaboration and supportive interaction. EDUC 575 developed further skills in the use of integrated technology for learning and assessing. This development was verified by candidate interviews and student work samples. EDUC 538 and classroom observation were also cited as beneficial in meeting this principle.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of Thinking and Communication Skills		X	

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

Course outlines and unit plans are in place to show that teacher plans for instruction are based on knowledge of subject matter, students, the community and curriculum goals. Student interviews verified that trial lesson plans are conducted in the classroom. Observation of mentor teacher lesson plans further enhanced their learning as evidenced by student work samples.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

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

Course outlines and unit plans for EDUC 538 are used to facilitate student understanding and implementing of assessments for student learning, as was verified by candidates who were interviewed. There was further evidence in the student work samples to demonstrate that this principle is being met.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

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

Candidates interviewed cited EDUC-506 as very beneficial toward meeting this principle. Student work samples verified that they are learning to be reflective practitioners. Candidates are required to produce reflective papers on a regular basis. Candidate interviews indicated their commitment to professional standards.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Developing in the Art and Science of Teaching		X	

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

As cited by candidate interviews, course EDUC 506 and the interaction with mentor teacher serve to foster this principle. They also related that they realized that attending parent- teacher conferences and participating in student extra-curricular activities made a very positive impression on the students.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships		X	

Recommended Action:

☒ Approved
☐ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University **Review Dates:** April 12-16, 2003
Principle(s) Reviewed: Early Childhood Education/Special Education Blended

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

The university program provides evidence that candidates demonstrate an adequate knowledge of content through their course work. Course work and evidence found in electronic files demonstrate understanding of central concepts, tools of inquiry, and structures of the discipline taught. These courses also articulate the importance of engaging students in contributing to content development and describe ways new knowledge is discovered. Interviews with faculty confirmed this knowledge with varied examples in how lessons were delivered in classroom settings. Further evidence was found in numerous student work samples, located in Blocks 1 and 6, and rubric evaluations.

The university program provides evidence that candidates create learning experiences that make central concepts, tools of inquiry, and structures of the discipline meaningful to students. Mentor teachers commended the candidates for knowledge possessed in human development and their ability to use this knowledge on-site. Candidate interviews replicated this feeling in the confidence brought to the classroom and the ability to use this knowledge to extend learning.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

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

The university program provides evidence that candidates demonstrate an adequate understanding of how students learn and develop. The university offers numerous courses to meet these needs. Faculty interviews confirm instruction in this content area, while student profiles provide evidence of a transfer of such knowledge. Another interview with a liaison confirmed a candidate's ability in understanding this knowledge through a case study with typical and atypical children. Analysis of work samples confirmed interview findings. Block 6 writing samples clearly demonstrate that

candidates are able to write about specific child cases, clearly showing an understanding of human development and learning. Reflective writing samples also demonstrate candidates' ability to rethink lessons with respect to human development in order to adapt and change for future lessons.

Interviews with candidates, mentor teachers, and liaisons provide sufficient evidence that candidates create numerous opportunities to support students' intellectual, social, and personal development. Interviews with the mentor teacher highly praise the candidate's skill in this area. Candidate interviews suggest "an ease" when working with various ages and stages of typical and atypical students, thus confirming an understanding of the age group and their development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

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

Analysis of syllabi and electronic files provides evidence that candidates demonstrate an adequate understanding of how students differ in their approaches to learning. Faculty interviews imply that adaptations are continually modeled within the class setting for students to successfully experience, as well as emulate modeling in the field. Various writing samples throughout the course work provide clear evidence in depicting intervention activities, adaptations, and narrowing objectives to meet the needs of specific students. Block 6 post-conferences clearly reflect the ability to individualize and adapt according to needs, as well as adaptations with respect to assessments and reflections.

The university program provides evidence that candidates create instructional opportunities that are adapted to students with diverse needs. Candidate interviews were convincing in the ability to take lesson plans and adapt instruction to meet the specific needs of individual students. Mentor teachers interviewed confirmed candidates' abilities to differentiate within a classroom setting. Liaison interviews also confirmed the candidate's ability to teach, assess, and adapt within the same lesson setting.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs		X	

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

The university program provides sufficient evidence in course work that candidates display an adequate understanding of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills. Faculty interviews confirmed that modeling takes places daily in the classroom. Candidates are able to utilize specific models to best fit student learning styles, as well as emulate the models when on-site. In viewing writing samples of lesson plans, it is evident that candidates apply this knowledge when preparing their writing samples. The Block #6 writing samples also include strong evidence regarding the use of a task analysis to create instructional strategies, reflection, and adaptation of instruction that includes multiple strategies.

Evidence indicates that candidates use a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills. Mentor teachers were pleasantly surprised at the strength of current candidates and their "bag of tricks" in trying new ideas and strategies and stated that this area has really strengthened in recent years. Candidates interviewed were confident as they spoke of the ability to know and be able to use multiple strategies in their teaching. Many candidates displayed such abilities when being interviewed.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Learning Strategies		X	
4.2 Application of Multiple Learning Strategies		X	

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

In numerous courses, the university program provides evidence that candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior. Evidence is apparent when perusing pre-lesson conference rubrics. Numerous work samples include a behavior management plan, while student evaluations from semester block rubrics indicate a discussion of management techniques. Evidence is also noted in reflective writing samples, as candidates were able to reflect, learn and revise current practices to improve their own management skills.

Sufficient evidence was found to ensure that candidates are able to create, manage, and modify safe and productive learning environments. Mentor teacher interviews collectively agreed that candidates are well prepared to have “eyes” in the back of their heads. Mentor teachers were confident in the ability of candidates working with a specific child, yet keeping an eye on the whole group. Mentor teachers had only praise in discussing the knowledge base and abilities candidates have in order to motivate and manage students. As observed in interviews, candidates felt very confident in their abilities to achieve this. Liaisons confirmed this confidence and feelings of both the mentor teacher and candidates alike.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

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

The university program provides evidence that candidates are able to demonstrate an adequate ability to model and use communication skills appropriate to professional settings. Confirmation of this evidence is found in work samples, visiting and interviewing candidates, liaisons, mentor teachers, and faculty. Work samples included rubrics scored during pre and post-lesson conferences. Sufficient evidence is also

found in numerous reflective writing samples. These reflection samples explain the multiple uses of spoken language and activities used to improve self-help and language skills.

Evidence shows that candidates are able to create learning experiences that promote student higher order thinking and communication skills, including listening, speaking, writing, and expression in other media. Interviews with the mentor teacher confirmed the ability of the candidate to take control of a new situation, help new students feel comfortable, and show respect for each child and the learning that is taking place. Mentor teacher and liaisons alike confirmed candidates' capabilities of using multiple strategies to create independence in limited English-speaking students to communicate effectively—whether through gestures, sign language, or “Intella Keys/Board Makers.” Interviews with candidates confirmed confidence in using the many tools learned in the classroom setting to communicate with students of all abilities.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of Thinking and Communication Skills		X	

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

There is clear evidence that the university provides numerous courses that allow candidates to demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals. Blocks 1, 5, and 6 writing samples confirm knowledge and ability in writing long and short-term plans, including goals and objectives. Evidence confirming knowledge is also consistent when perusing numerous pre-lesson conference rubrics. Candidates have command of knowledge about what is to be taught and how to deliver the lesson and have alternative plans in place.

Evidence is sufficient to ensure candidates' ability to plan and prepare instruction based upon consideration of students' needs and community contexts. Mentor teacher interviews confirmed such evidence as they witness candidates create and execute lessons effectively. Candidate interviews confirm the ability to deliver and adjust plans in “midstream” to maximize student learning.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Context		X	

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

The university program provides evidence through its course work that candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate and advance student performance as well as determine teaching effectiveness. Block 1 work samples provide evidence of students' ability to integrate informal assessments, such as observations and teacher-made pre and post assessments. Blocks 5 and 6 work samples contain evidence of numerous formal assessments used in fieldwork. A conglomerate of candidate work samples is convincing evidence of an integrated mix of both formal and informal assessments.

Sufficient evidence is apparent to ensure that candidates use and interpret formal and informal assessment strategies to evaluate student performance and determine program effectiveness. Candidate interviews indicate continued, ongoing, daily observations of students. Liaisons, candidates, and mentor teacher alike confirmed that candidates are aware of the need for, and successfully performed, a wide variety of formal testing on individual students. Testing resulted in candidates creating IEP forms for students to create long-range plans for advancing performance.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

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

The university provides a preponderance of evidence that candidates interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. Class course work enhances such partnerships with case studies, which include communication with parents, home visits and connections with Health and Welfare as well as day care centers. Candidate work samples show strong evidence that candidates conduct home visits, parent/teacher conferences, parent visits and parent surveys and send notes to the families. Interviews with candidates, liaisons, and mentor teachers provide convincing evidence of such partnership relationships. As a part of their fieldwork, candidates experience strong, close-working relationship with Health and Welfare while working with children in day care centers and in the homes.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships			X
10.2 Interacting with Colleagues, Parents, and Community in Partnerships			X

Recommended Action:

X Approved

___ Approved Conditionally

___ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University

Review Dates: April 12-16, 2003

Principle(s) Reviewed: Economics, Social Science

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

The university program provides sufficient evidence that candidates understand the central concepts, tools of inquiry, and structures of economics. All candidates for certification in economics must successfully complete core courses that engage economic principles such as supply and demand, business structures, distribution, and production. In addition, candidates are taught the concepts of sound personal finance. Course syllabi address the necessary elements of this program. Given the relatively small number of candidates, however, sufficient evidence is provided to demonstrate competence. Program gates demonstrate candidates currently seeking economic endorsements have a strong foundation in their field of study.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Recommended Action:

☒ Approved
☐ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University
Principle(s) Reviewed: Elementary Education

Review Dates: April 12-16, 2003

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

The university provides evidence that candidates demonstrate an adequate knowledge of content through offered courses. Interviews with candidates and mentor teachers confirm understanding of the central concepts, tools of inquiry, and structures of the discipline taught. These interviews also conclude that candidates, through their presented lessons, are able to articulate the importance of engaging students in contributing to content development. Ninety-five percent of those interviewed felt well prepared for content teaching out in the field. Alumni surveys from 1998-2001 indicated that 70 percent were somewhat or largely prepared. Student work samples clearly show student interns' ability in applying this knowledge in their units of study. A liaison interview confirmed that integrated modeling occurred across the curriculum (math, science, and literacy) enhances candidate knowledge of all subject matter.

The university provides evidence that candidates create learning experiences that make central concepts, tools of inquiry, and structures of the discipline meaningful to students. Examination of candidate writing samples provides numerous examples of these learning experiences in the classroom. Interviews with candidates, mentor teachers, and principals substantiated such evidence. Classroom observation of candidates confirmed abilities to make subject matter meaningful for students. An interview with one principal confirmed candidates' mastery knowledge of subject matter, while integrating across the curriculum, as being an integral part of success in the school setting.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

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

The university program provides evidence that candidates understand how students learn and develop through courses offered at the institution. Block 1 work samples

substantiate such evidence through evaluation rubrics and reflection. Blocks 3, 5, and 6 work samples use rationale of human development as a basis for learning. Videotape review depicts application of understanding human development and learning.

The university program shows evidence the candidates provide opportunities to support students' intellectual, social, and personal development in the primary grades. Interviews with teacher mentors, principals, faculty, and liaisons confirmed such evidence, stating that if lessons were not age-appropriate, candidates were often able to reflect and revise to make it more conducive to learning. Candidate interviews indicated confidence in understanding the ages and stages of human growth in the primary grades. Some candidates, however, expressed frustration that opportunities to understand human development and learning about intermediate and early adolescence were lacking in their program.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development	X		

Areas for Improvement:

Insufficient evidence is provided to demonstrate that candidates have adequate opportunities to develop an understanding of human development regarding intermediate and early adolescent students.

Recommended Action:

- ☒ Approved
☐ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University **Review Dates:** April 12-16, 2003
Principle(s) Reviewed: Elementary Education/Bilingual-ESL

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

A review of course syllabi, interviews with faculty and mentor teachers, school visits and college class observations indicate that the program provides teacher candidates an adequate understanding of the functions and contextual usage of social and academic language in both languages, instructional design and implementation for bilingual learning, and language skill development in both the first and second language. Candidates are required to take 19 semester credit hours of Spanish or demonstrate fluency in Spanish. Five of the upper level courses (10 semester credit hours) in the program are taught in Spanish.

Student assignments and work samples from Blocks 3, 4, 5, and 6 indicate the program ensures that teacher candidates have an adequate ability to integrate social and academic language into instructional design and implementation. Block 3, which includes a field experience in Developmental Literacy, requires candidates to spend 45 hours in a school working with a small group of students in the area of literacy. Candidates assess the literacy skills of the students in their group and then develop, evaluate, and reflect on three lessons designed specifically for those students. The student work sample is assessed using a rubric that includes items addressing candidate characteristics, achievement, lesson planning, implementation, performance, and reflection. The Block 4 field experience, Spanish for the Bilingual Classroom, requires candidates to use their Spanish language skills to prepare and teach lessons for bilingual children. Finally, college liaisons and candidates report that informal observation forms are used during the Blocks 5 and 6 (the internship experience) to document standards. This form includes items that address content knowledge and use of Spanish during instruction.

No student work sample rubrics or classroom teaching observation evaluations were available for review. However, the elementary education alumni survey results from 1998-2000 show that approximately 65 percent of the candidates felt “largely” or “fully” prepared on the survey item “Demonstrate Subject Matter Knowledge.”

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

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

Syllabi for courses required for certification in bilingual education, particularly Block 1, and interviews with candidates and faculty provide evidence that teacher candidates demonstrate adequate understanding of the impact of first language and culture on human development and instructional strategies appropriate to the students' level of development and background. In addition, the alumni survey results from 1998-2000 show that approximately 65 percent of the candidates felt "largely" or "fully" prepared on the survey item "Demonstrate Subject Matter Knowledge."

Block 1, which candidates normally take during their sophomore year, includes a 45-hour field experience in child observation and tutoring. This field experience requires teacher candidates to demonstrate their ability to utilize instructional strategies appropriate to the students' level of development and first language background. Candidates complete a work sample that involves assessing the behavior and interactions of a child and designing developmentally appropriate activities for that child. University liaisons and candidates report that informal observation forms are used during the internship experience (Blocks 5 and 6) to document standards. This form includes a section that addresses the knowledge of student development.

No student work sample rubrics or classroom teaching observation evaluations were available for review. The alumni survey results from 1998-2000, however, show that approximately 65 percent of the candidates felt "largely" or "fully" prepared on the survey item "Providing Developmentally Appropriate Instruction."

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

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

Syllabi, field guides, and an on-campus class observation confirm that throughout the program required courses are designed to provide teacher candidates with an adequate understanding of and appreciation for intellectual and cultural diversity including gender, age ethnicity, and socioeconomic background.

Student work samples from Blocks 3 and 4 provide evidence that candidates have adequate ability to integrate instructional adaptations in response to cultural and intellectual diversity. In Block 3, candidates must demonstrate their ability to adapt literacy instruction to the needs of bilingual students. In Block 4, candidates must demonstrate their ability to adapt content area instruction to meet the needs of bilingual students. College liaisons and candidates report that informal observation forms are used during the internship experience (Blocks 5 and 6) to document standards. These forms are reported to include a section on the effective use of differentiated learning.

No student work sample rubrics or teaching observation evaluations were available for review. The alumni survey results from 1998-2000, however, show that approximately 65 percent of the candidates felt “largely” or “fully” prepared on the survey items “Responding Effectively to Student Differences” and “Responding Effectively to Cultural Differences.”

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs		X	

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

Course syllabi and field guides confirm that the program provides teacher candidates with an adequate understanding of how to select, adapt, create, and use materials for second language instruction.

Student work samples from Blocks 3 and 4, which candidates take during their junior year, provide evidence that teacher candidates demonstrate an adequate ability to select, adapt, create, and use materials for second language instruction. Block 3 requires candidates to adapt literacy lessons for small groups of bilingual students.

Block 4 requires candidates to instruct students using their Spanish language skills. Student work samples from Blocks 5 and 6 demonstrate that candidates are able to design units of instruction for all students using a variety of instructional strategies.

No student work sample rubrics or classroom teaching observation evaluations were available for review. The alumni survey results from 1998-2000, however, show that approximately 80 percent of the candidates felt “largely” or “fully” prepared on the survey item “Incorporating a Variety of Teaching Strategies.”

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Learning Strategies		X	
4.2 Application of Multiple Learning Strategies		X	

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

Syllabi, field guides, and interviews with candidates and faculty liaisons confirm that the program provides teacher candidates with an adequate understanding of the variations of student progress related to cultural and linguistic differences. Assessment of student learning and reflection on lesson effectiveness demonstrate an area of emphasis throughout the program.

Course products and student work samples from the field experiences and the internship indicate that the teacher candidates have an adequate ability to use assessments suited to students’ culture, literacy, and communication skills.

No student work sample rubrics or classroom teaching observation evaluations were available for review.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

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

Course syllabi, field guides and candidate interviews show that the program provides teacher candidates with an adequate understanding of the importance of student,

educator, family, and community linkage to the enhancement of language development in both languages.

The program provides insufficient evidence that teacher candidates demonstrate an adequate ability to link instruction with family and community. No student work sample rubrics, classroom teaching observation evaluations, or alumni survey data were available for review.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships		X	
10.2 Interacting with Colleagues, Parents, and Community in Partnerships	X		

Areas for Improvement:

There is insufficient evidence that teacher candidates demonstrate an adequate ability to link instruction with family and community.

Recommended Action:

☒ Approved
☐ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University
Principle(s) Reviewed: English

Review Dates: April 12-16, 2003

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

A review of the on-line syllabi matrix, course outlines, performance data (unit plans), interviews with candidates and mentor teacher and university faculty, and observation of candidate teaching provide evidence that candidates in the undergraduate and graduate programs are well prepared in integrating reading, writing, listening, speaking, and viewing into meaningful lessons for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

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

Course outlines, performance assessments, and interviews with candidates and mentor teacher clearly demonstrate that candidates understand how reading/writing processes develop in young readers. In a lesson introducing students to the writing of odes to school personnel, observation of candidate shows an understanding of how to support and promote opportunities for individual growth in reading and writing.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

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

Knowledge of various comprehension strategies is evidenced by unit plans required in ENGL 381. A review of syllabi matrix, course outlines, unit plans, and interviews with candidates, mentor teacher, and university faculty, and observation of candidates reveals how candidates effectively apply strategies to expand language resources and engage learners in discussions.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Learning Strategies		X	
4.2 Application of Multiple Learning Strategies		X	

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

Course outlines for ENGL 301 and ENGL 501 direct candidates to “assess problems and needs from samples of student writing”. In a classroom visit to ENGL 381, candidates discussed their individual work samples that include various approaches they currently use to assess learning in lessons they taught/are teaching. Interviews with mentor teacher and university faculty further confirm candidates’ use of formal and informal methods to assess written and oral communication. One mentor teacher interviewed was especially impressed with one candidate’s design of rubrics to assess writing. Several unit plans required in ENGL 381 begin with a “KWL” where learners self-assess and reflect. In addition, faculty modeling various assessments is evident.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

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

Interviews with candidates, university faculty, and mentor teacher, and observation of candidates show they actively seek resources that further enhance professionalism and student learning. In teaching a research unit, one candidate regularly collaborated with the mentor teacher in refining lessons and designing a rubric that both could use in sharing the assessment load. As part of ENGL 381, candidates are encouraged to join the Idaho Council of Teachers of English and the National Council of Teachers of English.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Developing in the Art and Science of Teaching		X	

Recommended Action:

- ☒ Approved
☐ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University
Principle(s) Reviewed: History

Review Dates: April 12-16, 2003

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

The university provides evidence that candidates demonstrate adequate understanding of historical concepts and processes of inquiry. Course syllabi and candidate work samples indicate preparation in the broad context of historical thought. Gates within the program ensure candidate capabilities through grade point average requirements and Praxis II testing. Interviews with candidates, university supervisors, mentor teachers, and public school administrators led to the conclusion that candidates possess adequate content knowledge and the ability to organize that knowledge to provide meaningful learning experiences for students. Candidates in the program who were interviewed believe they received effective preparation in planning, presentation, and assessment of student learning. The block program provides opportunities for candidates to build competency within a classroom. Candidates reported a variety of experiences in relation to opportunities in the field, with some expressing more satisfaction than others.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Recommended Action:

☒ Approved
☐ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University
Principle(s) Reviewed: Mathematics

Review Dates: April 12-16, 2003

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

The program provides sufficient evidence that candidates understand mathematics as delineated in professional and institutional standards. Two routes exist that lead to initial certification. The undergraduate program leads to a bachelor's degree and certification, while a graduate track allows students who hold a bachelor's degree to pursue certification in math. Required university courses provide a substantial basis for mathematic inquiry that is enhanced throughout the program of study. Work samples and interviews with teacher candidates indicated sufficient knowledge and an ability to structure such knowledge for the learning of students.

Interviews with university faculty and mentor teachers supported the notion that candidates are well prepared to make mathematics meaningful to students. Mentor teachers and university supervisors praised the knowledge of candidates in the program. Field practitioners, candidates, university supervisors and faculty combined to indicate an admirable level of preparation.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

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

Faculty in the math program have developed partner relationships with local schools that allow candidates to practice and reflect on teaching strategies. Through the block system, candidates are exposed to the work of mentor teachers and allowed opportunities to emulate such efforts. Graduate and undergraduate candidates participate in the block field experiences and receive required course work in principles of instruction as well as a specific methods course in mathematics. At times, candidates observe mentor teachers as well as peers and then consider the episode in light of best practice. This model allows candidates an opportunity to practice multiple strategies and effective teaching skills.

Mentor teachers indicated that candidates were prepared effectively to deliver math instruction to students. In this discipline, evidence shows the block system is effective as an enhancement for candidates as they move toward the goal of reflective practitioner.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Mathematical Learning Strategies		X	
4.2 Application of Multiple Learning Strategies		X	

Principle 11: Connections Among Mathematical Ideas – The teacher understands significant connections among mathematical ideas and the application of those ideas within mathematics, as well as to other disciplines.

University courses provide the opportunity for candidates to gain understanding of central concepts and connect those concepts within and across disciplines. Interviews with candidates revealed the ability to communicate connections verbally, and work samples provide evidence of application to a larger context. Mentor teachers commented on the ability of candidates to successfully teach concepts to students. This act of teaching demonstrates adequate understanding in the field of mathematics.

Element	Unacceptable	Acceptable	Target
11.1 Significant Mathematical Connections		X	
11.2 Application of Mathematical Connections		X	

Recommended Action:

☒ Approved
☐ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University
Principle(s) Reviewed: French

Review Dates: April 12-16, 2003

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

A review of the French Program Summary Matrix, course outline for FORLNG 410 and 597, work sample exhibits, and interviews with candidates, liaison, and mentor teacher provide evidence that candidates understand and incorporate history, literature, and social realities of target cultures to make meaningful experiences for students. In a unit called "Why Are We So Different?", the candidate clearly demonstrated her ability to create a cultural learning experience in the target language.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

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

Objectives in course outlines and summative assessments for LING 305 and FORLNG 410 show that candidates achieve an understanding of linguistic structures and second language learning processes in reading, writing, speaking, listening, and viewing. Interviews with candidates sharing their work samples provide evidence that candidates have the abilities to build language skills sequentially to promote meaningful student learning experiences.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

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

A review of the French Program Summary Matrix, course outlines, and interview with candidate demonstrate that candidates have an understanding of the role of cultural differences and learning styles. Work sample exhibits show that learning activities incorporate these roles to provide students with opportunities to grasp the significance of cultural differences and similarities.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs		X	

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

The French Program Summary Matrix, course outlines, and interview with candidate all indicate that candidates know how to use and adapt authentic materials for foreign language instruction. Course objectives for FORLNG 410/597 require candidates to recognize the complexity of second language acquisition and the multiple intelligences called upon for this learning.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Learning Strategies		X	
4.2 Application of Multiple Learning Strategies		X	

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

A review of the syllabi matrix, examination of teacher work sample, and interview with candidate demonstrate that candidates have sufficient knowledge of how to motivate students to reach appropriate levels of proficiency and that they employ a variety of formal and informal assessment techniques.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

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

Interviews with liaison and candidates show that foreign language Blocks 1 and 2 candidates participate in the Sheltered Language Workshop of the Boise School District and tutoring at the various refugee centers. Bilingual candidates have been invited as guest speakers in Boise schools to support student learning and well-being.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships		X	
10.2 Utilization of Community Resources		X	

Recommended Action:

X Approved
 ___ Approved Conditionally
 ___ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University
Principle(s) Reviewed: German

Review Dates: April 12-16, 2003

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

A review of the German Program Summary Matrix, course outline for FORLNG 410 and 597, work sample exhibits, and interviews with candidates and mentor teacher provide evidence that candidates understand and incorporate history, literature, and social realities of target cultures to make meaningful experiences for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

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

Objectives in course outlines and summative assessments for LING 305 and FORLNG 410 show that candidates achieve an understanding of linguistic structures and second language learning processes in reading, writing, speaking, listening, and viewing. Interviews with candidates sharing their work samples provide evidence that candidates have the abilities to build language skills sequentially to promote meaningful learning experiences. Candidates include Eastern European students to enrich experiences of others in the classroom.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

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

A review of the German Program Summary Matrix, course outlines, and interview with candidate and mentor teacher demonstrate that candidates have an understanding of the role of cultural differences and learning styles. Work sample exhibits show learning activities incorporate these roles to provide candidates with opportunities to grasp the significance of cultural differences and similarities. One mentor teacher interviewed reported that candidates work well with IEP's and 504 students and recognize what adaptations are needed.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs		X	

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

The German Program Summary Matrix, course outlines, and interview with candidate all indicate that candidates know how to use and adapt authentic materials for foreign language instruction. Course objectives for FORLNG 410/597 require candidates to recognize the complexity of second language acquisition and the multiple intelligences called upon it.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Learning strategies		X	
4.2 Application of Multiple Learning Strategies		X	

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

A review of the syllabi matrix, examination of teacher work sample, and interviews with mentor teacher and candidate show evidence that candidates have sufficient knowledge

of how to motivate students to reach appropriate levels of proficiency and that they employ a variety of formal and informal assessment techniques.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

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

Interviews with liaison and candidates show that foreign language Blocks 1 and 2 candidates participate in the Sheltered Language Workshop of the Boise School District and tutoring at the various refugee centers. Bilingual candidates have been invited as guest speakers in Boise schools.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships		X	
10.2 Utilization of Community Resources		X	

Recommended Action:

- ☒ Approved
- ☐ Approved Conditionally
- ☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University
Principle(s) Reviewed: Spanish

Review Dates: April 12-16, 2003

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

A review of the Spanish Program Summary Matrix, course outline for FORLNG 410 and 597, and interviews with candidates and mentor teacher provide evidence that candidates understand and incorporate history, literature, and social realities of target cultures to make meaningful experiences for students. In several lessons the candidate utilizes CD's of contemporary Mexican music to enhance vocabulary learning.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

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

Objectives in course outlines and summative assessments for LING 305 and FORLNG 410 show that candidates achieve an understanding of linguistic structures and second language learning processes in reading, writing, speaking, listening, and viewing. Interviews with candidates sharing their work samples provide evidence that candidates have the abilities to build language skills sequentially to promote meaningful learning experiences.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

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

A review of course outlines and interview with candidate provide evidence that candidates have an understanding of the role of cultural differences and learning styles. Work sample exhibits show learning activities incorporate these roles, such as the PowerPoint presentation on Puerto Rico, in providing students opportunities to grasp the significance of cultural differences and similarities.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs		X	

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

The Spanish Program Summary Matrix, course outlines, and interview with candidate provide evidence that candidates know how to use and adapt authentic materials for foreign language instruction. Course objectives for FORLNG 410/597 require candidates to recognize the complexity of second language acquisition and the multiple intelligences called upon. One work sample showed how a candidate utilized concrete objects where English names appeared in parts of Spanish words to strengthen students' vocabulary development.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Learning Strategies		X	
4.2 Application of Multiple Learning Strategies		X	

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

A review of the syllabi matrix, examination of teacher work sample, and interview with candidate demonstrate that they have sufficient knowledge of how to motivate students

to reach appropriate levels of proficiency and that they employ a variety of formal and informal assessment techniques. Performance data included candidate's samples of student progress on quizzes and tests in Spanish.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

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

Interviews with liaison and candidates show that foreign language Blocks 1 and 2 candidates participate in the Sheltered Language Workshop of the Boise School District and tutoring. Performance data on candidates' abilities to provide learning opportunities with other native speakers is limited.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships		X	
10.2 Utilization of Community Resources		X	

Recommended Action:

- ☒ Approved
- ☐ Approved Conditionally
- ☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University
Principle(s) Reviewed: Music

Review Dates: April 12-16, 2003

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

Analysis of course syllabi, student work samples, and interviews with candidates, mentor teachers, and university faculty provide evidence of candidates' knowledge of the music content area. Candidates demonstrate their ability to plan, deliver and assess an instructional sequence. Lesson plans, assessments and reflections show the candidates' ability to create experiences making music meaningful for students. There is evidence of the use of technology, a home/school connection, experience with diverse learners, community outreach and student reflection.

	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

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

Candidate interviews and examination of candidate work samples show that candidates know how to design and implement comprehensive music education lessons for their students. The candidates have experience in teaching and managing musical performances in traditional settings, which include elementary and secondary, and in arenas with a wide range of student cultural and academic diversity. Candidates participated in setting curriculum goals for their students. Evidence indicates that candidates participate in musical performances in the community.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

Recommended Action:

- ☒ Approved
☐ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University
Principle(s) Reviewed: Physical Education

Review Dates: April 12-16, 2003

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

The program provides adequate evidence that candidates demonstrate competence in various areas of health and fitness. Relying on candidate work samples generated through the course of study, it is evident that students gain adequate background knowledge for instruction of students in K-12 schools. Effort has been made to combat a narrow approach to the subject of physical education with a variety of courses that go beyond the "bouncing ball." Candidates are introduced to principles of physical development and the desire to help all students develop healthy lifestyles through enjoyment of physical activity.

Interviews with faculty, pre-service teachers, and mentor teachers indicate that candidates demonstrate the ability to create learning experiences that make physical education meaningful to students. Candidates are provided a series of methods courses that allow them opportunities to prepare and teach lessons to peers. Examples of such lessons were observed with introductory students. Although these candidates were just beginning their preparation, they exhibited knowledge and skills that suggested a foundation for productive teaching experiences in the future. Meaningful feedback was provided by the university staff and students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline		X	
1.2 Making Subject Matter Meaningful		X	

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

The university provides three methods courses that lead to K-12 certification. The initial course allows candidates to observe mentor teachers and to be introduced to principles of development. Further course work targets methods of instruction appropriate for elementary and secondary age students. Comments of mentor teachers indicated an

acceptable level of knowledge exhibited by candidates as they interacted with students during field placements. One observed lesson addressed the developmental level of students and was appropriately adapted to the fitness levels, interests, and motor skills of the students.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

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

Candidates are provided general course work that addresses the unique learning needs of students. They also complete a course specific to the area of adaptive physical education. This course provides candidates opportunities to develop meaningful activities and experience for students with special needs. The very nature of the program allows candidates an opportunity to work with a variety of students and their special abilities. Candidates are provided multiple opportunities to instruct students and to develop flexibility in their approach. In observed lessons, candidates demonstrated the importance of allowing students to progress at various levels rather than expecting a standard of expertise in each skill.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs		X	

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

The university program requires a content course that addresses principles of motivation. These general principles are also addressed in the core education courses. The document files contained limited evidence from the content course. Candidate interviews, however, suggested its utility and connection with management and motivation. Feedback from mentor teachers and observed student lessons indicate that these principles have transferred to learning experiences developed by candidates. Candidates organized students in partnerships and provided cooperative rather than competitive experiences. Given the nature of the desired results, such efforts addressed the issues of positive social action, active engagement and appropriate motivation. Observed student lessons contained elements of desired skills.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

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

A review of student work samples and lesson observations suggests that candidates are capable of implementing a variety of instructional and management strategies to enhance student learning. Cueing was evident in observed lessons and in lesson plans that directed student activity and allowed for sufficient time to engage students in the desired curriculum. A desire was expressed to partner with local entities to develop service-learning opportunities where candidates would be able to experience needs and resources of the larger community. Insufficient evidence was provided that candidates currently had these experiences or an ability to expand the curriculum to utilize such resources.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts	X		

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

The university provides evidence that candidates understand and implement a variety of assessment strategies to evaluate and advance student performance. Candidates' work samples indicate their ability to develop such instruments, and observed lessons provide evidence that their strategies can be successfully implemented. Methods courses show modeling the use of formative and summative evaluation techniques. In an observed lesson, candidates received verbal feedback from peers and instructors as well as written evaluations from instructors. Candidates exhibited the same tendencies as they worked with students in a teaching environment. During practice teaching, candidates provided formative assessments for students learning basic skills and appropriately guided development of those skills throughout the lesson. Principles of assessment are embedded in the instruction that candidates receive.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

Principle 11: Safety – The teacher provides for a safe learning environment.

Interviews with university faculty suggested that safety was infused in a variety of courses throughout the program. Courses mentioned specifically did not show evidence of having a safety component as part of the syllabus or work samples. Faculty commented that issues of safety were topics of discussion within their courses. It is evident that safety is a topic in courses, as one student included concerns about safety

in a reflection of a practice lesson. Student work samples did not uniformly address safety issues.

The rubric used to assess teacher candidates allows supervisors to indicate whether safety precautions were taken into consideration. Analysis of completed observations revealed that issues of safety did arise during lessons conducted by candidates. Given the evidence provided by the unit, comments on safety arose in a variety of contexts. Although the topic of safety is embedded in a variety of courses and contexts, the evidence suggests that candidates do not adequately demonstrate the ability to continually provide a safe environment for student learning.

Element	Unacceptable	Acceptable	Target
11.1 Understanding of Student and Facility Safety	X		
11.2 Creating a Safe Learning Environment	X		

Areas for Improvement:

11.1 and 11.2 Limited evidence exists that students are aware of safety issues. Insufficient evidence is provided that such issues were a systematic part of the program and that candidates are able to adequately demonstrate the ability to continually provide a safe environment for student learning.

Recommended Action:

- ☒ Approved
☐ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University
Principle(s) Reviewed: Political Science

Review Dates: April 12-16, 2003

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

The university provides evidence of a solid knowledge base in political science. Candidates are required to demonstrate preparation in principles of national and international politics. Course syllabi coupled with competency checks, such as grade point average requirements, provide evidence that students understand the central concepts and structure of political science.

The nature of the social science program blends competencies from a variety of fields. Little anecdotal evidence was present to demonstrate candidate ability to create meaningful learning experiences for students. During interviews with candidates and mentor teachers, however, some evidence did exist to suggest that candidates were adequately prepared in the discipline and were able to organize meaningful learning environments.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Recommended Action:

☒ Approved
☐ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University **Review Dates:** April 12 –16, 2003
Program Reviewed: Science Foundation Standards

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

Data of student work samples, analysis of course outlines, lesson and unit plans, interviews of teacher candidates, mentor teachers and university faculty, and observation of candidates provide evidence that teacher candidates demonstrate an above average understanding of science and the nature of scientific knowledge. They also have an understanding of how to make connections between their science and other disciplines and to engage students in the process of science. The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students. This is accomplished through the use of materials and resources that support instructional goals and learning activities, including laboratory exercises, that are consistent with curriculum goals and reflect principles of effective instruction. Testimony from several faculty members indicated that the quality of candidates has improved over the past several years and that the university's block approach has had positive results in candidate ability to teach.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Science		X	
1.2 Making Science Meaningful		X	

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

Interviews of teacher candidates, mentor teachers and university faculty provide evidence that teacher candidates demonstrate an adequate understanding of the misconceptions students may bring to class that can interfere with learning science. Student teaching experiences provide candidates with real learning about the need to address community values as they present the more controversial science topics. Response to questions asked of mentor teachers, university liaisons and the teacher candidates themselves provides evidence that teacher candidates demonstrate an

adequate ability to carry out activities that facilitate students' conceptual change in science. The candidates interviewed discussed examples of working collaboratively with mentor teachers in developing and teaching units on controversial topics where the candidates provided an assistant role rather than the primary role.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

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

Class syllabi, exams and other data provided show evidence that candidates are able to demonstrate an adequate understanding of how to apply mathematics and technology to analyze, interpret, and display data. Mathematical equations, essays, case studies, simulations, and lab work are all used to develop candidates' critical thinking and problem solving abilities. Student work samples, observations of candidates, interviews with mentor teachers, liaisons and the candidates themselves show that candidates appropriately use models, simulations, laboratory/field activities, and spreadsheet exercises and use other technology tools to facilitate students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding Multiple Learning Strategies		X	
4.2 Application of Multiple Learning Strategies		X	

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

Although actual student samples were not found in the documentation, syllabi, candidate and mentor teacher interviews provided evidence that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications in their fields (i.e., graphs, technical writing, lab reports, results of mathematical analysis, scientific posters, and multimedia presentations).

Teacher candidates' student teaching experiences as reported by mentor teachers, university liaisons, and by observations provide evidence that teacher candidates demonstrate an adequate ability to engage students in the use of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of Thinking and Communication Skills		X	

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

Syllabi, class observations and new lab equipment provide evidence that teacher candidates are given an adequate knowledge of recent developments in their fields and of how students learn science. Interviews with candidates provide evidence that teacher candidates keep abreast of developments in their fields by reading a variety of professional publications and implement instruction that incorporates an understanding of recent developments in their fields and knowledge of how students learn science.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Developing in the Art and Science of Teaching		X	

Principle 11: Safe Learning Environment – The science teacher provides for a safe learning environment.

Teacher candidates in the various science fields take their subject matter instruction in classes along with students who are preparing for work in industry or other non-teaching professions. Interviews with the candidates indicate that a few university instructors recognize the candidates' unique needs and assist in their development by having them assist in the class instructional process. Interviews with candidates and university instructors provide evidence that lab safety is a serious consideration, and each lab section begins with instruction in safety. Thus, candidates receive an understanding of lab safety through modeling and practice in the lab. Mentor teachers are comfortable with the candidates' ability to perform and lead lab sessions. Interviews with candidates in the science areas revealed, however, that only those who had graduated in their field without teaching certification and had worked in industry were aware of Materials Safety Data Sheets (MSDS) information. Further discussion with an adjunct professor revealed that even some university lab instructors were not aware of requirements to have MSDS information within the facility. While candidates are aware of the importance of lab safety and are able to model laboratory safety procedures, there is not a specific course or specific instruction for candidates in how to teach safety to others and the importance of establishing/maintaining all procedures and Materials Safety Data Sheets as a potential chief laboratory manager of a school lab and chemical storage facility. There is insufficient evidence that candidates are trained to evaluate and certify student safety competence prior to allowing students to participate in laboratory procedures.

Element	Unacceptable	Acceptable	Target
11.1 Creating a Safe Learning Environment	X		

Principle 12: Laboratory Activities – The science teacher demonstrates competence in conducting laboratory demonstrations and field activities.

Interviews with candidates, mentor teachers and university liaisons provide evidence that teacher candidates demonstrate an adequate ability in explaining the importance of laboratory/field activities in the learning of science; routinely engaging students in experiencing the phenomena they are studying by means of laboratory/field exercises; and carefully orchestrating demonstrations of the phenomena for larger groups when necessary.

Element	Unacceptable	Acceptable	Target
12.1 Effective Use of Laboratory/Field Experiences		X	

Areas for Improvement:

11.1 There is insufficient evidence of specific and adequate instruction in how to teach and certify lab safety to others, expectations for and the use of Materials Safety Data Sheet (MSDS) information and lab administration procedures and practices.

Recommended Action:

- ☒ Approved
- ☐ Approved Conditionally
- ☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University
Principle(s) Reviewed: Biology

Review Dates: April 12-16, 2003

Principle 1: Knowledge of Biology - The teacher understands the central concepts, tools of inquiry, and structures of biology and creates learning experiences that make these aspects of biology meaningful for students.

Although there was little evidence through student paperwork samples, there was ample evidence and testimony from mentor teachers, public school principals, and university liaisons that teacher candidates demonstrate adequate understanding of biology content and the nature of biological knowledge and understand and are able to articulate the importance of engaging in the process of science. Principals, mentor teachers and liaisons state that teacher candidates demonstrate a better than average ability to create learning experiences that make the concepts of biology, tools of inquiry, structure of biological knowledge, and the processes of biology meaningful to students. Candidates use materials and resources that support instructional goals and use learning activities, including laboratory exercises, that are consistent with curriculum goals and reflect principles of effective instruction. Testimony was also given that the quality of candidates has improved over the past several years and that the university's block approach has a positive result in candidate ability to teach.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Biology		X	
1.2 Making Biology Meaningful		X	

Recommended Action:

☒ Approved
☐ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University
Principle(s) Reviewed: Chemistry

Review Dates: April 12-16, 2003

Principle 1: Knowledge of Chemistry - The teacher understands the central concepts, tools of inquiry, and structures of chemistry and creates learning experiences that make these aspects of chemistry meaningful for students.

Although there was little evidence through student paperwork samples, there was ample evidence and testimony from mentor teachers, public school principals, and university liaisons that teacher candidates demonstrate adequate understanding of chemistry content and the nature of chemical knowledge and understand and are able to articulate the importance of engaging in the process of science. Principals, mentor teachers and liaisons state that teacher candidates demonstrate a better than average ability to create learning experiences that make the concepts of chemistry, tools of inquiry, structure of chemical knowledge, and the processes of chemistry meaningful to students. Candidates use materials and resources that support instructional goals and use learning activities, including laboratory exercises, that are consistent with curriculum goals and also reflect principles of effective instruction.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Chemistry		X	
1.2 Making Chemistry Meaningful		X	

Recommended Action:

☒ Approved
☐ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University
Principle(s) Reviewed: Earth Science

Review Dates: April 12-16, 2003

Principle 1: Knowledge of Earth and Space Science - The teacher understands the central concepts, tools of inquiry, and structures of earth and space science and creates learning experiences that make these aspects of earth and space science meaningful for students.

Although there was little evidence through student paperwork samples, there was ample evidence and testimony from mentor teachers, public school principals, and university liaisons that teacher candidates demonstrate adequate understanding of earth and space science content and the nature of earth and space science knowledge. They also understand and are able to articulate the importance of engaging in the process of science. Principals, mentor teachers and liaisons state that teacher candidates demonstrate a better than average ability to create learning experiences that make the concepts of earth and space science, tools of inquiry, structure of earth and space science knowledge, and the processes of earth and space science meaningful to students. Candidates use materials and resources that support instructional goals and use learning activities, including laboratory exercises, that are consistent with curriculum goals and also reflect principles of effective instruction.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Earth and Space Science		X	
1.2 Making Earth and Space Science Meaningful		X	

Recommended Action:

☒ Approved
☐ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University
Principle(s) Reviewed: Physics

Review Dates: April 12-16, 2003

Principle 1: Knowledge of Physics - The teacher understands the central concepts, tools of inquiry, and structures of physics and creates learning experiences that make these aspects of physics meaningful for students.

Although there was little evidence through student paperwork samples, there was adequate evidence and testimony from mentor teachers, public school principals, and university liaisons that teacher candidates demonstrate adequate understanding of physics content and the nature of physics knowledge and understand and are able to articulate, the importance of engaging in the process of science. Principals, mentor teachers and liaisons state that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of physics, tools of inquiry, structure of physics knowledge, and the processes of physics meaningful to students. Candidates use materials and resources that support instructional goals and use learning activities, including laboratory exercises, that are consistent with curriculum goals and reflect principles of effective instruction.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Physics		X	
1.2 Making Physics Meaningful		X	

Recommended Action:

☒ Approved
☐ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University **Review Dates:** April 12-16, 2003
Principle(s) Reviewed: Sociology, Interdisciplinary Social Science

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

Course syllabi, interviews, and observations provided adequate evidence that teacher candidates demonstrate understanding of social science concepts and connections. Multiple interviews with public school personnel and university supervisors confirmed that knowledge of subject matter enhanced candidate field experiences.

Candidate work samples and interviews with student teachers provided evidence that candidates are able to organize meaningful learning environments. Candidates provided a variety of strategies and connections that benefit students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

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

Candidates for certification in the social sciences are required to take core education courses that teach elements of intellectual, social and personal development. Courses were observed that directly related to this principle. Candidate work samples demonstrate the ability to adapt instruction and assessment to the needs of diverse learners. Through initial course work and field experience, candidates demonstrate understanding of student development and the need to provide varying degrees of support to realize student potential.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

Recommended Action:

- ☒ Approved
☐ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University
Principle(s) Reviewed: Sociology, Social Science

Review Dates: April 12-16, 2003

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

The program provides evidence that candidates are able to develop an adequate knowledge base in sociology. Program gates require students to maintain a relatively high grade point average and Praxis II testing in the social sciences also serves to measure content knowledge. Candidates take a variety of courses designed to develop connections between social sciences and life in our society. Although a structure for a successful program exists, no candidates for this degree were found. Evidence provided by the institution revealed two candidates had been recommended for certification in the last few years. Because no current or past students were found, evidence of knowledge and creation of learning experiences is deemed inadequate.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful	X		

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

Education course syllabi demonstrate the adequacy of material presented to allow students to understand principles of human development. Candidates seeking certification participate in three field experience blocks that allow them to observe and practice these principles beyond a college classroom. It is evident that the opportunity exists for students to gain required knowledge and skills. Candidates in the social sciences take a combined methods course that also provides opportunities to develop effective learning episodes for students. Due to the lack of candidates in the program, it was not possible to uncover evidence that competencies were exhibited by teacher candidates.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development	X		

Areas for Improvement:

1.1 Due to a lack of candidates in the program, there is insufficient evidence that candidates understand the subject matter.

1.2 Due to a lack of candidates in the program, there is insufficient evidence that candidates are able to make subject matter meaningful to students.

Recommended Action:

☐ Approved
☒ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University **Review Dates:** April 12 –16, 2003
Program Reviewed: Special Education Foundation Standards

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

Course syllabi and materials, field guides, and interviews with candidates, faculty and mentor teachers indicate that the program provides teacher candidates with an adequate understanding of the benefits, strengths, and constraints of theories and educational models in special education practice.

Performance data that include student teaching evaluation forms, student work sample rubrics and alumni survey responses provide evidence that teacher candidates demonstrate an adequate ability to communicate the benefits and strengths of theories and to apply the theories and educational models in special education practice. Over the past five years, evidence indicates that Boise State University faculty have used a variety of student teacher evaluation forms. The Boise State University Student Teacher Evaluation Form identifies five broad categories - planning, implementation, classroom management, assessment and professionalism - with a total of 27 items to be assessed by the cooperating teacher and the university supervisor. Knowledge of Subject Matter is one of the areas assessed. Another form used for assessing student teachers in special education is from Enhancing Professional Practice: A Framework for Teaching. This form has four domains with 21 components and 66 elements. Knowledge of Content and Pedagogy is one of the component forms. Still another form, Boise State University Teacher Education/Special Education Student Teaching Evaluation Form addresses five areas – Personal Qualities, Professional Qualities, Assessment and Program Development, Teaching Techniques, and Classroom Management. Demonstrating Command of Subject Matter is addressed under Professional Qualities. Another form used in Block 5 of the internship year includes a rubric with an item of Representation of Content. A fourth intern observation rubric used in Block 6 includes four domains adapted from the Educational Testing Service Pathwise program.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline		X	
1.2 Making Subject Matter Meaningful		X	

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

Course syllabi and materials, field guides, and interviews with candidates and mentor teachers indicate that teacher candidates gain an adequate understanding of how to locate information about characteristics and appropriate supports and services for students with low incidence disabilities and special health care needs. Also, through courses and during Block 4, Field Experience in Special Education, candidates receive extensive training in altering existing materials and using differentiated instruction techniques.

Student work samples, performance rubrics, and the various student teaching observation forms provide evidence that teacher candidates demonstrate an adequate ability to individualize expectations and provide support for a student's personal and social behavior in the classroom. In Block 4, candidates are required to spend 45 hours in a special education classroom. Assignments include a differentiated instruction project, a functional behavior paper, and a reflection paper. All projects are focused on helping candidates learn to adapt instruction for children with special needs and are assessed by a rubric with a three-part scale ranging from unacceptable to proficient. Dispositions are also assessed during the block using the Evaluation Form for Apprentices.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs		X	

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

Course syllabi and tests, field guides and student products provide evidence that the program provides teacher candidates with an adequate understanding of social/behavioral skills and intervention.

Student work sample rubrics, block grading rubrics, student teaching observation forms, and interviews with mentor teachers confirm that teacher candidates demonstrate an adequate ability to integrate social skills development and positive behavioral interventions into the classroom.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Learning Strategies		X	
4.2 Application of Multiple Learning Strategies		X	

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

Course syllabi and tests, field guides and student products provide evidence that the program provides teacher candidates an adequate understanding of techniques of applied behavioral analysis and regulatory and ethical considerations in their use.

Performance rubrics for Blocks 5 and 6, the three-way evaluation form, the Pathwise domains rubric and the classroom observation record address the teacher candidates' ability to conduct functional behavior assessments, modify the learning environment, and develop positive behavioral supports based upon the assessment.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

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

Course syllabi and tests indicate that teacher candidates have an adequate understanding of strategies and techniques that facilitate communication with students with disabilities.

Performance data on teacher candidates' ability to create learning experiences that promote students' higher order thinking and communication skills, including listening and speaking, writing, or expression in other media, are collected through student work sample rubrics and teaching performance rubrics in Blocks 2, 5, and 6.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of Thinking and Communication Skills		X	

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

Course syllabi and tests, field guides and student products provide evidence that teacher candidates have an adequate understanding of curricula and instruction practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities and instruction in self-advocacy and life skills relevant to personal living and participation in school, the community and employment.

Evidence shows that performance data on teacher candidates' ability to conduct task analysis to determine student skill levels and to assess student progress are collected through student work sample rubrics and teaching performance rubrics in Blocks 4, 5, and 6.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

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

Assessment strategies show course syllabi and materials, field guides, student products and interviews with students and mentor teachers affirm that teacher candidates demonstrate an adequate understanding of the instruments and procedures used to

assess students for screening, pre-referral interventions, and for following referral for special education services. These strategies also identify legal provisions, regulations, guidelines, and ethical concerns regarding assessment of students with disabilities.

Student work sample rubrics, teaching observation rubrics and three-way conference forms provide evidence that teacher candidates are able to demonstrate an adequate ability to use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

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

Student work samples and experiences in Block 4 and Block 5 provide evidence that teacher candidates demonstrate an adequate understanding of the roles of students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships		X	

Recommended Action:

- ☒ Approved
☐ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University **Review Dates:** April 12-16, 2003
Principle(s) Reviewed: Special Education: Generalist

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

Core course requirements, grade point average requirements, and Praxis I scores provide evidence that teacher candidates have adequate understanding of English language arts, mathematics, and skills necessary for academic success.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline		X	

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

Course syllabi, field guides, and student work samples provide evidence that teacher candidates possess an adequate understanding of how students learn to read, write, and speak and how such factors influence educational development and instructional decisions.

Student work samples and rubrics in Blocks 1, 3 and 4 provide evidence that teacher candidates are able to demonstrate an adequate ability to use research-supported instructional strategies and practices, such as functional embedded skills approach, community-based instruction, and task analysis, to foster student learning.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

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

Student work sample rubrics, block grading rubrics, student teaching observation forms, and interviews with mentor teachers confirm that teacher candidates are able to demonstrate an adequate ability to design and implement instructional programs for students with disabilities in classroom settings.

Element	Unacceptable	Acceptable	Target
4.2 Application of Multiple Learning Strategies		X	

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

Course syllabi and tests, field guides and student products demonstrate that the program provides teacher candidates with an adequate understanding of theories of behavior problems concerning students with disabilities.

Performance rubrics for Blocks 4, 5, and 6, the three-way evaluation form, the Pathwise domains rubric and the classroom observation record provide evidence of the teacher candidates' ability to develop and implement a systematic behavior management plan using observation, recording, charting, establishment of timelines, hierarchies of interventions, and schedules of reinforcement.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

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

Evidence indicates that performance data on teacher candidates' ability to design and implement instructional programs that address independent living skills, vocational skills, and career education for students with disabilities are collected through student work sample rubrics and teaching performance rubrics in Blocks 4, 5, and 6.

Element	Unacceptable	Acceptable	Target
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

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

Assessment data indicates that student work sample rubrics, teaching observation rubrics and three-way conference forms affirm that teacher candidates demonstrate an adequate ability to facilitate and conduct assessments related to secondary transition planning, supports, and services; and adapt and modify ecological inventories, portfolio assessments, functional assessments, and future-based assessments to accommodate the abilities and needs of students with disabilities.

Element	Unacceptable	Acceptable	Target
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

Principle 10: Partnerships

Course syllabi and materials, field guides, and interviews with students and mentor teachers indicate that teacher candidates are able to demonstrate an adequate understanding of the services, networks, and organizations for individuals with disabilities, including career, vocational, and transition support. Candidates write and make phone calls to parents, participate in parent conferences, work with other specialists and community organizations, and attend professional conferences.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships		X	

Recommended Action:

- ☒ Approved
☐ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University **Review Dates:** April 12 –16, 2003
Program Reviewed: Special Education: Severe Disabilities

The K-12 Special Education program, Severe Disabilities, could not be fully reviewed, since there have been no graduates since 1998. Program requirements and course content meet knowledge standards, but performance data are not available.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful	X		

Area of Improvement: Performance data are not available due to a lack of candidates.

Recommended Action

☐ Approved
☒ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University **Review Dates:** April 12 –16, 2003
Program Reviewed: Theatre Arts

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

Presently there are no candidates participating in field experience in Theatre Arts. Analysis of course syllabi, interviews with candidates and university faculty and review of lower division student work samples provide evidence there is a framework available for candidates.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful	X		

Areas for Improvement: Performance data are not available due to lack of candidates.

Recommended Action:

☐ Approved
☒ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University
Principle(s) Reviewed: School Counselor

Review Dates: April 12-16, 2003

Candidates for certification as a school counselor complete the program as defined in the Graduate Catalog as Master of Arts in School Counseling. This program has been fully accredited by the Council for Accreditation of Counseling and Related Educational Programs. Evidence indicates that this accreditation is current and in effect until June 30, 2007. By recommendation of the Standards Committee and action by the Professional Standards Commission, the university is exempt from responding to state standards for program approval for their School Counselor program based on the above-mentioned accreditation.

Recommended Action:

☒ Approved
☐ Approved Conditionally
☐ Not Approved

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Boise State University
Principle(s) Reviewed: School Social Worker

Review Dates: April 12-16, 2003

Candidates for certification as a school social worker complete the program as defined in the Graduate Catalog as Master of Social Work. Candidates wishing to receive this certification must complete the program as outlined and the additional prescribed course work, including the supervised practicum in an approved K-12 setting. This program has been fully accredited by the Council on Social Work Education. This accreditation is current and in effect through February of 2008. By recommendation of the Standards Committee and action by the Professional Standards Commission, the university is exempt from responding to state standards for program approval for their School Social Worker program based on the above-mentioned accreditation.

Recommended Action:

☒ Approved
☐ Approved Conditionally
☐ Not Approved

BSU State On-Site Visit – Interview Index

Candidates

Aaron Calkins	Deitra Haylett	Lisa Lister
Adria Hultberg	Elizabeth Waldon	Mary Jungert
Alex MacDonald	Emily Garcia	Megan Tressler
Amanda Hardy	Erin Davis	Melanie Crawley
Amy Wamhoff	Erin Gee	Melissa Bandy
Andrija Barker	Erin Lunstrum	Michael Carpenter
Angela Hemingway	Galen Tate	Molly Pittsley
Angela Nealis	Jacob Olson	Naomi Schade
Ann Borresen	Jacquie Bair	Nicholas Parker
Ann Finley	Jamie Jensen	Nicole Miller
Ann Watson	Jaron Burlo	Pamela Clements
Anna Simpson	Jeanna Hart	Patrick Connor
Anna Stallones	Jennifer Ferry	Ray Jensen
Annie Carhart	Jennifer Haemker	Rebecca Campbell
Barbara Newton	Jennifer Kern	Rhonda Mackin
Bonnie Gentil	Jennifer Zollman	Richard Davis
Brian Umbaugh	Jeremy Fuhrman	Sandra White
Britani Fenley	Jeremy Stoller	Sarah Doty
Brittany Carkhuff	Jerry Foster	Shannon Nicholson
Candi Stradling	Jess Greco	Sharon Phillips
Carl Papapietro	Jesus Gonzalez	Shawna Hupp
Catherine Halula-Smith	Jill Stewart	Sherry Young
Cecilia Ibarra	Joie Gratton	Shilah Brown
Cherie Williams	Joseph Lavigne	Sonia Pollard
Cindy Hunter	Joy Riecke	Stephanie Delk
Cindy Shoemaker	Julie Benton	Stu Bailey
Conner Lewis	Julie Finke	Tabitha Gonzales
Courtney Shearer	Julie Read	Tarah Allmaras
Cynthia Garcia	Kami Capps,	Tessa Partridge
Dana Petrie	Karin Eysel	Travis Higgins
Danica Rhoades	Katya Gourley	Valerie Whitbey
Danyl Walton	Kelsey LeDuc	Vanessa Peterson
Darrell Peden	Kendra Hall	Vickey Olson
David Michael	Kim Budvarson	Vickie Reiel
Debbie Street	Kristan Stewart	Vickey Owens
	Kristine Smith	Wes Jensen
	Kristy Baumchen	Wren Good

University Faculty

Bill Parrett
Bobbie Birdsall
Bruce Robbins
Carolyn Thorsen
Carrie Mori
Charles Ruch
Charlotte Silva
Daryl Jones
David Mathie
Dewey Dykstra
Dick Kinney
Dick McCloskey
Glenn Potter
Heather Hanlon
Henry Charlier
Holly Anderson
Jack Pelton

Jane Shimon
Jay Fuhrman
John Beach
Jonathan Brendefur
Joyce Garrett
Judy French
Kathy Rohrig
Ken Bell
Lamont Lyons
Lawrence Rogien
Loren Carter
Maggie Miller
Marcia Belcheir
Marty Most
Marvin Cox
Melinda Lindsey
Michael Heikkinen

Phil Eastman
Philip Kelly
Richard Klautsch
Rickie Miller
Roger Stewart
Rosemary Palmer
Ross Vaughn
Scott Willison
Sharon Darling
Shelton Woods
Stan Steiner
Ted Singletary
Teresa Boucher
Teresa Harrison
Terry-Ann Gibson
Wenden Waite

Adjunct Faculty

Carolyn Loffer
Conni Schlee
Dave Mathie
Delta Cavner
Dick Newton
Dominic Iaderosa
Jill Hettinger
Karen Hammond

Alumni

Alecia Baker
Amanda Butler
Charles Burrridge
Cliff Green
Dawn Seatz
Deb Glaser
Eileen Thornburgh
Eric Kellerer
Julie Hutchinson
Kerri Whitehead
Patty Toney
Russ Heller
Sara Werts
Suzanne Gregg
Tamie O'Hara

Administrators

Barbara Leeds
Belinda Ross
Carlos Castillo
Debby Bailey
Doug Standlee
Ed Davis
Gale Zickefoose
Jonathon Cline
Julie Yamamoto
Karen Ritchie
Karen Schreiber
Kathleen Hanson
Mark Jones
Mary Kuskie
Nancy Chopko
Pete Bailey
Rick Bollman
Suzanne Gregg
Tim Rosandick

Cooperating Teachers

Amy Ambrosier
Amy Hayashida
Barbara Parham
Callae Stivers
Christopher Taylor
David Harrison
Diane Gilbert
Donna Buch
Donna Ledbetter
Dustin Hamlin
Gabrielle Renwick
Gail Chumbley
Geri Fenn
Jana Estes
Jean Uebelacker
Jenni Lund
Joyce Gray
Karen Oda
Karen Schreiber
Kathleen Cawrse
Kim Cadwell
Larry Price
Laura Gilchrist
Margaret Cowman
Mary Lou Wood
Michael Hirano
Nancy Smith
Patty Jeffs
Sandy Christensen
Shellie Pendell
Teresa Price
Vince Mann

Classes Observed

Art 321 - Elementary School Art Methods
Chem 112L - College Chemistry Laboratory
Chem 320L - Organic Chemistry Laboratory
Educ 201 - Foundations of Education
Educ 250 - Exceptionality in the Schools
Educ 302 - Learning and Instruction
Educ 314 - Spanish for the Bilingual Classroom
Engl 381 - English Teaching: Writing, Reading, and Language
Kines 251 - Introduction to Teaching Physical Education
Physics 100 - Foundations of Physical Science
Physics 100L - Foundations of Physical Science Laboratory
Physics 212L - Electricity, Magnetism, and Optics Laboratory

PROFESSIONAL STANDARDS COMMISSION RECOMMENDATION

TEACHER PREPARATION PROGRAM ON-SITE REVIEW BOISE STATE UNIVERSITY

PROCESS

The state team conducted an on-site visit on April 12-16, 2003, to review the teacher preparation program at Boise State University.

Mr. Ron Manley, Director of Student Teaching in the College of Education at Northwest Nazarene University in Nampa, served as the state team chair.

To comply with the State Board of Education protocol, the following procedure was followed:

Subsequent to the on-site visit, Mr. Manley, on behalf of the state team, wrote a team report that was forwarded to the dean of the College of Education at Boise State University and to the administrator of the Professional Standards Commission.

Dr. Glenn Potter, Associate Dean of the College of Education at Boise State University, wrote a relevant rejoinder and submitted it to the administrator of the Professional Standards Commission for consideration by the Commission.

The Professional Standards Commission, at its June 23-24, 2003, meeting, reviewed the state report and considered the rejoinder.

The Professional Standards Commission approved a recommendation regarding the state report and the rejoinder that is being submitted to the State Board of Education for final approval.

RECOMMENDATION

It is recommended that the State Board of Education accept the state team report as approved by the Professional Standards Commission, thus providing state continuing program approval for the teacher preparation program at Boise State University in Boise, Idaho.

Below are the elements of the recommendation with appropriate rationale for decisions made by the Professional Standards Commission.

APPROVED

The following areas were approved by the Professional Standards Commission as having met the State Board of Education-approved core and enhancement standards at Boise State University:

- Core Teacher Standards
- Art
- Communications
- Curriculum and Instruction: Secondary Certification
- Early Childhood/Early Childhood Special Education Blended (Birth-Grade 3)
- Economics, Social Science
- Elementary Education
- Elementary Education/Bilingual – ESL
- English
- History
- Mathematics
- Modern Languages: Secondary Certification
French, German and Spanish
- Music
- Physical Education
- Political Science, Social Science
- Biology, Chemistry, Earth Science, Physics
- Sociology, Interdisciplinary Social Science
- Special Education: Generalist
- School Counselor
- School Social Worker

APPROVED CONDITIONALLY

- Anthropology, Social Science
As found in the state report as an area of improvement, “Teacher candidates are not provided field placement opportunities in the content area of anthropology in order to demonstrate opportunities for

development of creative learning experiences that make subject matter meaningful for students.”

- Sociology, Social Science

As found in the state report as an area of improvement, “Due to a lack of candidates in the program, there is insufficient evidence that candidates understand the subject matter ... or are able to make subject matter meaningful to students.”

- Special Education: Severe Disabilities

As found in the state report as an area of improvement, “Performance data are not available due to a lack of candidates.”

- Theatre Arts

As found in the state report as an area of improvement, “Performance data are not available due to a lack of candidates.”

D. SUBJECT:

University of Idaho Teacher Preparation Program Review Report for Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) Program

BACKGROUND:

Prior to July 1, 2002, an Early Childhood (Pre-K - Primary) endorsement could be added to the Standard Elementary Certificate. Likewise, it was possible to add an Early Childhood-Special Education endorsement to a Standard Exceptional Child Certificate. These options expired on June 30, 2003.

Effective July 1, 2002, the State Board approved an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) Program.

DISCUSSION:

The University of Idaho instituted an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) Program that requires State Board program approval prior to allowing the dean, or designee, of the University of Idaho teacher preparation program to issue an institutional recommendation for certification in this area.

To accommodate this requirement, the dean of the College of Education at the University of Idaho requested of the State Certification Officer that a focused visit be conducted to determine if the program met state standards.

A focused on-site program approval visit was conducted on April 8, 2003. Mr. John Beckwith, adjunct faculty member at Albertson College of Idaho in Caldwell, was the state chair.

The program was determined to meet Idaho content standards. Because there were no graduates at the time of the visit, an evaluation of performance standards was not possible. Without performance data, the program is recommended for conditional approval pending a full teacher preparation program review during the next regularly scheduled on-site teacher preparation program review in the spring of 2004.

RECOMMENDATION:

It is recommended that the State Board of Education accept the state team report approved by the Professional Standards Commission at its June 23-24, 2003, meeting recommending conditional approval of the Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) Program at the University of Idaho. Approval of this recommendation will allow the dean of the College of Education at the University of Idaho to issue an institutional recommendation for certification to candidates who complete the requirements of this program, subject to the outcome of the spring 2004 review.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the state team report approved by the Professional Standards Commission at its June 23-24, 2003, meeting recommending conditional approval of the Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3) Program at the University of Idaho. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. State team report as approved by the Professional Standards Commission

TEAM REPORT

PROFESSIONAL STANDARDS COMMISSION

Idaho State Department of Education

Program Approval Evaluation

Focused On-Site Visit

University of Idaho

04/08/03

Early Childhood/Early Childhood Special Education

Blended Certificate (Birth-Grade 3)

State Team

John Beckwith

Keith Potter

State Observer

Dr. Mike Stefanic

Bureau Chief

Certification/Professional Standards

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PROGRAM RECOMMENDATION

SUMMARY

Early Childhood/Early Childhood Special Education Blended (Birth-Grade 3)

The program Early Childhood/Early Childhood Special Education (Birth-Grade 3) leading to certification in this area is recommended for conditional approval.

Element 1.1 – (understanding subject matter) is recommended as acceptable for each of the nine principles.

Element 1.2 – (making subject matter meaningful) is recommended as unacceptable for each of the nine principles.

Rationale: *Since this is a relatively new program leading to certification, there are no graduates to date. Thus, there is limited evidence to assess what a candidate knows and is able to do and what effect candidate knowledge, skills and dispositions have on student learning.*

**Focused Visit
University of Idaho
04/08/03
Early Childhood/Early Childhood Special Education
Blended Certificate**

PROGRAM EVALUATION

VISIT OVERVIEW

The focused on-site visit took place on April 8, 2003 in the Niccolls Family and Consumer Science Building on the University of Idaho campus. Hostess for the day was Nancy Wanamaker, Coordinator of the ECDE program and Acting Director of the School of Family and Consumer Science.

The purpose of the visit was to evaluate the current status of the Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3) program. The visiting team found a program that was well underway with some 35 candidates enrolled. None of these candidates have entered the internship portion of the program. The administration stated that they were seeking conditional approval so as to enable candidates to graduate with certification in the blended program.

The blended certificate combines programs from two colleges that have a long and rich history at the University of Idaho. The Early Childhood Development has been taught in the School of Family and Consumer Science in the College of Agriculture and the Early Childhood Education in the School of Special Education in the College of Education.

The agenda for the visit provided opportunities for interviews with administration, faculty and candidates and a review of related literature and documents. There were no program visits in P-12 schools, as candidates have not started the internship process.

The evaluating team found that the related faculty has developed a strong program for candidates seeking this certification.

Some of the program highlights include:

- Meeting the best practices stated in the Conceptual Framework;
 - (1) Facilitators of learning and human development
 - (2) Scholar practitioners
 - (3) Advocates for diversity
- Highly qualified, experienced and nationally recognized faculty committed to the idea of a blended certificate;
- Well developed and documented plans for implementation and assessment;
- Motivated and knowledgeable candidates;
- Comprehensive and appropriate course offerings; and
- Three planned, diverse and different internship experiences;

- Idaho Core Teacher Standards addressed throughout the program;
- Commitment to the program by the University of Idaho leadership; and,
- A pride in the development of the program by all involved.

These highlights and other related information provided to the team helped make the decision for the EC/ECSE blended program to receive a Conditional Approval status.

**PROFESSIONAL STANDARDS COMMISSION
State Department of Education**

**Idaho Teacher Standards
Program Evaluation Summary for
Early Childhood/Early Childhood Special Education Standards**

College/University: University of Idaho

Date of Visit: April 8, 2003

Principle #1: Knowledge of Subject Matter

Program: Early Childhood/Early Childhood Special Ed Standards

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful	X		

Narrative:

1.1: Through the review of portfolios, interviews with candidates and staff, and examination of syllabi and related documents, evidence indicates that there is acceptable understanding of subject matter.

1.2: Through interviews with candidates and faculty and examination of portfolios, there is limited evidence relating to outcomes in the area of making subject matter meaningful.

Areas for Improvement: 1.2

There is limited evidence demonstrating that subject matter is meaningful.

Rationale: *Since this is a relatively new program leading to certification, there are no graduates to date. Thus, there is limited evidence to assess what a candidate knows and is able to do and what effect candidate knowledge, skills and dispositions have on student learning.*

**PROFESSIONAL STANDARDS COMMISSION
State Department of Education**

**Idaho Teacher Standards
Program Evaluation Summary for
Early Childhood/Early Childhood Special Education Standards**

College/University: University of Idaho
Date of Visit: April 8, 2003

Principle #2: Knowledge of Human Development and Learning
Program: Early Childhood/Early Childhood Special Ed Standards

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning			X
2.2 Provide Opportunities for Development	X		

Narrative:

2.1: Through a variety of appropriate course offerings, and staff expertise observed through a review of their vitae and candidate and faculty interviews, there is a preponderance of evidence indicating strength in this area.

2.2: Through interviews with faculty and candidates and a review of portfolios, there is little evidence providing opportunities for candidates to demonstrate knowledge of human development.

Areas for Improvement: 2.2 There is limited evidence of providing practical opportunities for candidates to demonstrate knowledge of human development.

Rationale: *Since this is a relatively new program leading to certification, there are no graduates to date. Thus, there is limited evidence to assess what a candidate knows and is able to do and what effect candidate knowledge, skills and dispositions have on student learning.*

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary for
Early Childhood/Early Childhood Special Education Standards

College/University: University of Idaho
Date of Visit: April 8, 2003

Principle #3: Adapting Instruction for Individual Needs
Program: Early Childhood/Early Childhood Special Ed Standards

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs			X
3.2 Accommodating Individual Learning Needs	X		

Narrative:

3.1: Upon review of course syllabi, a check of class lists, and interviews with faculty and administration, there is strong evidence that candidates receive in-depth instruction from both Special Education and Family and Consumer Science in the area of understanding individual learning needs.

3.2: A review of portfolios and interviews with candidates and faculty reveal limited evidence that candidates are able to accommodate students with individual learning needs.

Areas for Improvement: 3.2 Evidence is limited for candidates to demonstrate how they provide for accommodating the individual learning needs of students.

Rationale: *Since this is a relatively new program leading to certification, there are no graduates to date. Thus, there is limited evidence to assess what a candidate knows and is able to do and what effect candidate knowledge, skills and dispositions have on student learning.*

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary for
Early Childhood/Early Childhood Special Education Standards

College/University: University of Idaho
Date of Visit: April 8, 2003

Principle #4: Multiple Instruction Strategies
Program: Early Childhood/Early Childhood Special Ed Standards

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Learning Strategies		X	
4.2 Application of Multiple Learning Strategies	X		

Narrative:

4.1: A review of portfolios and syllabi and interviews with candidates and faculty provide evidence that candidates have an in-depth understanding of multiple learning strategies.

4.2: Through faculty candidate interviews, there is little or no evidence that candidates are able to apply multiple learning strategies.

Areas for Improvement: **4.2** There is limited evidence that candidates are able to apply multiple learning strategies.

Rationale: *Since this is a relatively new program leading to certification, there are no graduates to date. Thus, there is limited evidence to assess what a candidate knows and is able to do and what effect candidate knowledge, skills and dispositions have on student learning.*

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
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College/University: University of Idaho
Date of Visit: April 8, 2003

Principle #5: Classroom Motivation and Management
Program: Early Childhood/Early Childhood Special Ed Standards

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, Modifying for Safe and Positive Learning Environments	X		

Narrative:

5.1: A review of class lists and syllabi and interviews with candidates indicate acceptable evidence in the area of understanding classroom motivation and management skills.

5.2: A review of documents and interviews with faculty and candidates indicate a lack of evidence in the area of creating, managing and modifying for safe and positive learning environments.

Areas for Improvement: 5.2 Evidence is lacking in the area of creating, managing and modifying for a safe and positive learning environments.

Rationale: *Since this is a relatively new program leading to certification, there are no graduates to date. Thus, there is limited evidence to assess what a candidate knows and is able to do and what effect candidate knowledge, skills and dispositions have on student learning.*

**PROFESSIONAL STANDARDS COMMISSION
State Department of Education**

**Idaho Teacher Standards
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College/University: University of Idaho
Date of Visit: April 8, 2003

Principle #6: Communication Skills
Program: Early Childhood/Early Childhood Special Ed Standards

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills (Same as Core Rubric)		X	
6.2 Application of Thinking and Communication Skills	X		

Narrative:

6.1: Through interviews with staff and candidates and supporting course evidence, candidates demonstrate an acceptable job in the area of developing communication skills.

6.2: A review of portfolios, interviews with staff and candidates, and course documents, indicate limited evidence in the area of application of thinking and communication skills.

Areas for Improvement: 6.2 Evidence is limited in the area of candidate thinking and communication skills.

Rationale: *Since this is a relatively new program leading to certification, there are no graduates to date. Thus, there is limited evidence to assess what a candidate knows and is able to do and what effect candidate knowledge, skills and dispositions have on student learning.*

PROFESSIONAL STANDARDS COMMISSION
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Idaho Teacher Standards
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College/University: University of Idaho
Date of Visit: April 8, 2003

Principle #7: Instructional Planning Skills
Program: Early Childhood/Early Childhood Special Ed Standards

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students Needs and Community Contexts	X		

Narrative:

7.1: A review of portfolios and interviews with candidates and students indicate acceptable evidence in the area of planning skills in conjunction with knowledge of subject matter and curriculum goals.

7.2: A review of candidate interviews and portfolios indicate limited evidence of activity in the area of instructional planning skills in connection with student needs and community contexts.

Areas for Improvement: 7.2 Evidence is lacking in the area of instructional planning skills in connection with student needs and community contexts.

Rationale: *Since this is a relatively new program leading to certification, there are no graduates to date. Thus, there is limited evidence to assess what a candidate knows and is able to do and what effect candidate knowledge, skills and dispositions have on student learning.*

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Idaho Teacher Standards
Program Evaluation Summary for
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College/University: University of Idaho
Date of Visit: April 8, 2003

Principle #8: Assessment of Student Learning
Program: Early Childhood/Early Childhood Special Ed Standards

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies	X		

Narrative:

8.1: A review of the portfolios, interviews with faculty and candidates, and an investigation of syllabi indicate evidence of acceptable level of candidates understanding the assessment process of student learning.

8.2: Interviews with candidates and faculty and review of appropriate documents reveal limited evidence of the candidates' ability to use and interpret program and student assessment strategies.

Areas for Improvement: 8.2 There is limited evidence of candidates' practical work in using and interpreting program and student assessment strategies.

Rationale: *Since this is a relatively new program leading to certification, there are no graduates to date. Thus, there is limited evidence to assess what a candidate knows and is able to do and what effect candidate knowledge, skills and dispositions have on student learning.*

**PROFESSIONAL STANDARDS COMMISSION
State Department of Education**

**Idaho Teacher Standards
Program Evaluation Summary for
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College/University: University of Idaho
Date of Visit: April 8, 2003

Principle #10: Partnerships
Program: Early Childhood/Early Childhood Special Ed Standards

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents and Community in Partnerships		X	
10.2 Interacting with Colleagues, Parents and Community in Partnerships		X	

Narrative:

10.1: Interviews with candidates and faculty indicate a variety of collaborative activities involving the interaction of colleagues, parents and community partnerships.

10.2: Interviews with candidates and faculty indicate actual collaborative involvement of candidates in activities that interact with colleagues, parents and community partners.

Areas for Improvement:

None

PROGRAM RECOMMENDATION

College/University: University of Idaho
Review Dates: April 8, 2003

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Program – Early Childhood/Early Childhood Special Education Standards

Areas for Improvement: In Principles 1-8, there is a lack of evidence that candidates are able to demonstrate performance-based activities.

Recommended Action:

_____	Approved
<u> X </u>	Approved Conditionally
_____	Not Approved

John Beckwith – State Team Chair

Date

University of Idaho
04/08/03
Early Childhood/Early Childhood Special Education
Blended Certificate

INTERVIEW LIST

Administration:

Jeanne Christiansen, College of Education
John Hammel, CALS Associate Dean of Academic Programs
Nancy Wanamaker, Coordinator of ECDE program and Acting
Director of the School of Family and Consumer Science
Charles Hatch, Acting Provost

Faculty:

Gail Adele, Department of Math
Julie Fodor, TLL/CDHD – Partnerships
Janice Fletcher, Early Childhood Instructor
Michael Odell, Science/Social Studies
George Canney, TLL Division Director, Instructor
Jennifer Olson, TLL, Special Education

Candidates:

Melissa Biddinger, Early Childhood Dev. and Education – Senior
Kathryn Brennan, Early Childhood Dev. and Education – Junior
Sara Biddinger, Early Childhood Dev. and Education – Senior
Lora Gillette, Early Childhood Dev. and Education/Child
Development Family Relations – Junior

E. SUBJECT:

Petition to Transfer Property from Lakeland Joint School District No. 272 to Coeur d'Alene School District No. 271

BACKGROUND:

A petition submitted under the provisions of §33-308, Idaho Code, to transfer approximately .3 square miles of land from Lakeland Joint School District No. 272 to Coeur d'Alene School District No. 271 has been received in the State Department of Education. Also received were comments from both school districts. The request is in compliance with the provisions of Section 33-308, Idaho Code, in that the area is less than fifty square miles, no school is operated in the area, and the property is contiguous to Coeur d'Alene School District No. 271.

DISCUSSION:

Lakeland Joint School District opposes the transfer; Coeur d'Alene School District forwarded the petition to the State Department of Education with no recommendation. Copies of the petition, letters and map are enclosed.

Pursuant to the rules adopted by the State Board, the State Department of Education appointed a hearing officer. A copy of all information received was forwarded to said hearing officer and a hearing was held on July 8, 2003. The hearing officer recommended "by the closest of margins" that the petition be approved and an election held. The full *Findings of Fact and Recommendation* is enclosed.

Lakeland Joint School District is preparing a response to the hearing officer's *Findings of Fact and Recommendation*. It will be forwarded to the State Board under separate cover when received by the State Department of Education.

RECOMMENDATIONS:

The State Department of Education recommends the Board receive and consider the hearing officer's findings and any forthcoming supplementary material.

BOARD ACTION:

It was carried to approve/disapprove/table the hearing officer's recommendation to approve the petition to transfer property. Moved by _____, seconded by _____, and carried.

ATTACHMENTS:

1. Petition
2. Maps
3. Letter from Lakeland Joint School District #272
4. Letter from Coeur d'Alene School District #271
5. Hearing Officer's *Findings of Fact and Recommendation*

Note: These materials were not received in electronic form. For more information, contact Deb Stage at 332-6853.

F. SUBJECT:

Superintendent's Report