

**Idaho Department of Education  
Public Schools Agenda**

**STATE BOARD OF EDUCATION**

**October 21, 2004**

**Lewis-Clark State College, Lewiston**

**CONSENT AGENDA:**

- A. Request for Letters of Authorization, Marilyn Howard**
- B. Annual Report of Albion Elementary School Hardship Status, Tim Hill**
  
- C. Superintendent's Report, Marilyn Howard**
  
- D. Superintendent's Report to the Board on Schools Requesting to Operate with Less Than 10 Students, Tim Hill**
  
- E. Public Schools Budget for 2005-06, Tim Hill**
  
- F. University of Idaho Teacher Preparation Program Approval, Marilyn Howard**
  
- G. Pupil Transportation Rule Change: Bus Standards Referenced Document, Rod McKnight**

## **A. SUBJECT:**

### **Letters of Authorization**

## **BACKGROUND:**

At its August 10-11 and September 27-28, 2004, meetings, the Professional Standards Commission approved Letters of Authorization for recommendation to the State Board of Education for its final approval.

Pertinent to the Letters of Authorization, State Board of Education Rule IDAPA 08.02.02.070.01 states that, "The final recommendation of the Commission will be submitted to the State Board of Education by the Superintendent of Public Instruction."

## **RECOMMENDATIONS:**

The State Department of Education recommends that the State Board of Education give final approval for the Letters of Authorization that have been submitted as approved by the Professional Standards Commission at its August 10-11 and September 27-28, 2004, meetings.

## **BOARD ACTION:**

The State Board carried to approve/disapprove/table the requests for Letters of Authorization as submitted by the Professional Standards Commission. It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_, and carried.

## **ATTACHMENTS:**

1. Approval list for Letters of Authorization from the August 10-11 meeting.
2. Approval list for Letters of Authorization from the September 27-28 meeting.

# Professional Standards Commission

August 10-11, 2004

## Letter of Authorization Requests

Attachment A

REQUESTS				The district's request is for a:		1st yr, 2nd yr or 3rd yr
FTE	NAME	DIST	DISTRICT NAME	CERTIFICATE	ENDORSEMENT	
1	Abbott, Tilli G.	365	Bruneau-Grnd View	Pupil Personnel Services	School Counselor	R (2)
1	Bair, Jacquie	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	Bartholdt, Lynnette	274	Kootenai	EC/ECSE Blended	Birth thru Grade 3	N (1)
1	Chaney, David		ISDB	Standard Exceptional Child	Visually Impaired	N (1)
1	Cheever-Miller, Sally	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	Cobb, Kelly N.	431	Weiser	Standard Secondary	Biology	N (1)
1	Delgado, Max	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	Edwards, Yuk Lan	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	Eicher, William	372	New Plymouth	Standard Exceptional Child	Generalist	N (1)
1	Fennell, Theresa	331	Minidoka Co.	Standard Exceptional Child	Generalist	R (2)
1	Gibbs, Kathleen		Three Springs Schl	Standard Secondary	Social Studies; History	N (1)
1	Giraud, Teresa	331	Minidoka Co.	Standard Elementary	all subjects	R (2)
1	Grow, Monique M.	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	Hall, Clifford	411	Twin Falls	Standard Secondary	Communications	R (2)
1	King, Jamie	393	Wallace	Standard Exceptional Child	Generalist	R (2)
1	Klingler, Vicki	321	Madison	Standard Exceptional Child	Generalist	R (2)
1	Lamb, Darnea	321	Madison	Standard Exceptional Child	Generalist	R (2)
1	Lileks, David	2	Meridian	Standard Exceptional Child	Generalist	R (2)
1	Mecham, Jeffrey	134	Middleton	Standard Exceptional Child	Generalist	R (2)
1	Olson, Jacob	2	Meridian	Standard Exceptional Child	Generalist	R (2)
1	Pearson, Jacqueline J.	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	Pittman, Kay	372	New Plymouth	Standard Exceptional Child	Generalist	R (2)
1	Rhode, John R.	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	Richards, Shannon	285	Potlatch	holds Pupil Personnel cert	Supervisor of Special Ed.	N (1)
1	Robertson, Austin James	91	Idaho Falls	holds a Stnd Secondary	English as a 2nd Language	N (1)
1	Root, Kathy	2	Meridian	Standard Exceptional Child	Generalist	R (2)
1	Rowe, Robert	393	Wallace	Standard Secondary	Mathematics (Standard)	N (1)
1	Simmons, D. Reese	321	Madison	Administrator	Director of Special Education	N (1)
1	Simons Sr., Ed	314	Dietrich	Administrator	Superintendent	N (1)
1	Smith, Kenneth		Three Springs Schl	Standard Exceptional Child	Generalist	R (2)
1	Smith, Terri	3	Kuna	EC/ECSE Blended	Birth thru Grade 3	N (1)
1	Stultz, Trina	321	Madison	Standard Exceptional Child	Generalist	N (1)
1	Trunnell, Duncan	373	Fruitland	holds a Stnd Secondary	Ed Media Generalist	R (2)
1	Uscola, Tracey	331	Minidoka Co.	Standard Exceptional Child	Generalist	R (3)
1	Williams, Kevin D.		ISDB	Pupil Personnel Services	School Psychologist	N (1)

**Idaho State Board of Education**  
October 21-22, 2004  
**Letter of Authorization Requests**

Attachment B

FTE	REQUESTS			The district's request is for a:		1st yr, 2nd yr or 3rd yr
	NAME	DIST	DISTRICT NAME	CERTIFICATE	ENDORSEMENT	
1	Albin, Kathleen	61	Blaine Co.	Standard Exceptional Child	Generalist	N (1)
1	Allen, Darlene	331	Minidoka Co.	Standard Exceptional Child	Generalist	R (3)
1	Amoguis, Nancy	131	Nampa	Standard Exceptional Child	Generalist	N (1)
1	Bailey, Doug	331	Minidoka Co.	Standard Exceptional Child	Generalist	N (1)
1	Barnes, Glenn G.	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	Bauer, Chris N.	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	Berg, Patrick	131	Nampa	Standard Exceptional Child	Generalist	N (1)
1	Blaker, Kathy	58	Aberdeen	already has certificate	ESL	N (1)
1	Bliss, Tiffany	331	Minidoka Co.	Pupil Personnel Services	School Psychologist	R (3)
1	Brassington, Andrea	58	Aberdeen	Standard Exceptional Child	Generalist	N (1)
1	Brechwald Autumn	1	Boise	Standard Exceptional Child	Generalist	R (3)
1	Brown, Kathleen	372	New Plymouth	already has certificate	Ed Media Generalist	N (1)
1	Burke, Tonia	132	Caldwell	already has certificate	Reading (6-12)	N (1)
1	Butt, Rhonda	52	Snake River	already has certificate	Ed Media Generalist	N (1)
1	Carrick, Charlene	331	Minidoka Co.	Standard Elementary	all subjects	R (3)
1	Chaplin, Katheryn	61	Blaine Co.	Standard Exceptional Child	Generalist	N (1)
1	Clelland, Jayne	131	Nampa	Standard Exceptional Child	Generalist	N (1)
1	Cook, Cynthia	131	Nampa	Standard Exceptional Child	Generalist	R (3)
1	Cooley, Nachele	131	Nampa	Pupil Personnel Services	Speech/Language Pathologist	N (1)
1	Cooper, Candace	1	Boise	EC/ECSE Blended	Birth thru Grade 3	R (2)
1	Counsell, Angie R.	139	Vallivue	Standard Exceptional Child	Generalist	N (1)
1	Dillion, Julie A.	139	Vallivue	already has certificate	Standard Mathematics	N (1)
1	Ellinghouse, Albert	1	Boise	Administrator	Principal	N (1)
1	Fix, Sheila	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	Fox, Mary	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	France, Delores	131	Nampa	Standard Exceptional Child	Visually Impaired	N (1)
1	Fusaro, Diana	131	Nampa	Standard Exceptional Child	Generalist	R (3)
1	Guajardo, Ricardo	131	Nampa	Pupil Personnel Services	School Psychologist	R (2)
1	Halula-Smith, Catherine	131	Nampa	Standard Exceptional Child	Generalist	N (1)
1	Heleker, Lorrie	371	Payette	Standard Exceptional Child	Generalist	N (1)
1	Hiller, Phillip	1	Boise	Standard Exceptional Child	Generalist	R (2)
1	House, Carmen	131	Nampa	Pupil Personnel Services	Speech/Language Pathologist	R (3)
1	Ingles, Catherine	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	Jackson, Evea I.	331	Minidoka Co.	Standard Secondary	Business Education	N (1)
1	Jonas, Amy	61	Blaine Co.	Standard Exceptional Child	Generalist	N (1)
1	King, Stuart	1	Boise	already has certificate	Gifted/Talented	N (1)
1	King, Tamara	1	Boise	Standard Exceptional Child	Generalist	R (2)
1	Knight, Jeffrey T.	2	Meridian	Standard Secondary	Business Education	N (1)
1	Kratochwill, Kathleen	131	Nampa	Standard Exceptional Child	Generalist	R (3)
1	Kuntz, Kelsea J.	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	Lagomarsino, Mark D.	1	Boise	Standard Exceptional Child	Generalist	R (3)
1	LaNinfa, Marla L.	2	Meridian	already has certificate	English as a Second Language	N (1)
1	Larsen, Spencer G.	131	Nampa	Standard Exceptional Child	Generalist	R (2)
1	LeMoyne, Karol	231	Gooding	Standard Exceptional Child	Generalist	N (1)
1	MacDougall, Elizabeth	131	Nampa	Standard Exceptional Child	Generalist	R (3)
1	Martell, Wendy	431	Weiser	Standard Exceptional Child	Generalist	N (1)

[illegible]

**74 Requests approved**

**B. SUBJECT:**

**Annual Report - Hardship Elementary School - Cassia County School District # 151, Albion Elementary School.**

**BACKGROUND:**

At the October 1999 meeting, the State Board of Education approved the request by Cassia County School District #151 for Albion Elementary School to be designated as a hardship elementary school for one year, and required an annual report. However, the 2000 Legislature amended 33-1003 (2)(b) by adding, "An elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the state board of education." Therefore, no action is required unless the State Board of Education chooses to rescind the hardship status.

**DISCUSSION:**

Conditions supporting the October 1999 decision to approve the Albion Elementary School as a Hardship Elementary School have not changed.

**RECOMMENDATION:**

The Department of Education recommends that the State Board of Education does not rescind the hardship status of Albion Elementary School in Cassia County District #151.

**ATTACHMENTS:**

1. Letter from Jerry Doggett to Dr. Marilyn Howard (September 29, 1999)
2. Letter from Mike Chesley to Dr. Marilyn Howard (August 24, 2004)









# CASSIA COUNTY SCHOOL DISTRICT 151

O. GERALD DOGGETT, SUPERINTENDENT

237 EAST 19TH STREET • BURLEY, ID 83318-2444 • (208) 678-6600 • FAX (208) 678-4231

September 29, 1999

Dr Marilyn Howard  
State Superintendent  
State Department of Education  
P O Box 83720  
Boise, Idaho 83720-0027

Dear Dr. Howard:

The Cassia County School District 151 is respectfully requesting the Albion Elementary School be designated a Hardship Elementary School Status under Idaho Code 33-1003, 2.b., special applications of educational support program.

In addition, Idaho Code 33-1001 states that: Upon application of the Board of Trustees of a school district, the State Board of Education is empowered to determine that a given elementary school not otherwise qualifying, are entitled to be counted as a separate elementary school... When in the discretion of the State Board of Education, special conditions exist warranting the retention of the school as a separate attendance unit and the retention results in a substantial increase in cost per pupil in average daily attendance of the district's elementary grade school pupils (33-1003, 2b., Idaho Code).

The Cassia County School District believes Albion Elementary School meets the criteria of a "hardship elementary school" for the following reason:

1. *"not otherwise qualifying"*:
  - a. Albion Elementary School does not meet the 10 mile standard required for designation as a "separate elementary school". However the 10 mile standard is substantially met (9.2) miles) and hazardous conditions on the "all-weather highway" are frequently encountered on a two mile mountain pass section of road involving a five percent (5%) grade, ice, blowing snow and a precipitous ravine immediately adjacent to the west side of the road. Severe winter weather conditions from the foot of the Albion grade into the Albion valley are frequently magnified by strong westerly winds resulting from mountain wave activity. These mountain waves are reinforced winds produced by winds moving across the Snake River Plain and over the Albion Mountain foothills. The foothills are oriented approximately perpendicular to winter prevailing winds.

AN EQUAL OPPORTUNITY EMPLOYER

- b A request for “hardship elementary school” status based on age (grades K —5), health or safety of Albion elementary students transiting the Albion grade is not unlike the rationale for legislative guidance in 33-150 1, Idaho Code, which provides public school boards of trustees with the authority to waive the minimum 1.5 mile distance for bussing students based on considerations of “age or health or safety of the pupil.”
- 2. *“special conditions..., warranting retention...”*
  - a. Historically (since 1973) Albion has been designated as a remote elementary school. Along that line of thought and planning by the District the Albion community has been built around their school. The citizens don’t understand ADA, hardship designation, or Idaho Code. All they know is in that tiny, isolated mountain-top community, the closing of their school isn’t just an end to educating their kids in their community, it is an end to a way of life. We hasten to point out that the District is not requesting additional funding, only to reinstate the funding which the State Board approved in 1973. Although 26 years have passed the same conditions still exist.
- 3. *“...substantial increase in cost per pupil...”*
  - b. In a comparative study between two elementary schools in Burley the annual cost of an FTE student in approximately \$2,638. In Albion Elementary that same cost is \$4,348. This does not include bussing nor maintenance which is a very nebulous and always changing dollar amount. Included in this average is salaries, benefits, utilities, equipment, supplies and text books. In addition, each time a utility company, such as telephone or electric or heating has to make a trip the expense is greater....in addition to our own maintenance crews.
  - c. If the Albion Elementary loses its special funding designation (which it had since 1973) the Cassia Co. School District will lose \$88,000 per year (as per the State Department of Education finance department).

We thank you for your consideration.

Sincerely,

Jerry Doggett  
Superintendent

OJD:kp

# **CASSIA SCHOOL DISTRICT NO. 151**

237 EAST 19TH STREET BURLEY, ID 83318 2444 (208)878-6600 FAX (208) 878-4231

Dr. Michael V. Chesley  
*Superintendent*

24 August 2004

Robert Pavlock  
*Assistant Superintendent*

Dr. Marilyn Howard  
State Superintendent of Public Instruction  
PO BOX 83720  
Boise, Idaho 83720-0027

Dear Dr. Howard:

In the October, 1999 meeting of the State Board of Education it was noted that Albion Elementary School was granted a *hardship* status by the Board. As noted in the minutes of the State Board of Education Minutes this status was granted one year at a time. It was also identified the State Superintendent as the person responsible to present this request annually to the Board through the SBOE agenda.

Please accept this letter from Cassia Joint School District #151 as a request for hardship status for Albion Elementary (School Number 111). The approval conditions granted by the State Board of Education at the time of the initial granting have not changed.

Thank you—and the State Board of Education—for your support of the children of Idaho. Please contact me if you need further information.

Cordially Yours,

Michael Chesley, *Ed.D.*  
Superintendent

**C. SUBJECT:**

**Superintendent's Report**

#### **D. SUBJECT:**

**Approval to operate an elementary school with less than ten (10) pupils in average daily attendance.**

#### **BACKGROUND:**

Idaho Code 33-1003 (2)(f) states that, “*Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.*” At the November 1999 meeting, the State Board of Education delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) average daily attendance. A report listing the elementary schools that have requested to operate with less than ten (10) average daily attendance and whether approval was granted is to be provided to the State Board of Education at the October meeting.

#### **DISCUSSION:**

All districts that requested approval to operate an elementary school during the 2004-2005 school year with less than ten (10) pupils in average daily attendance were approved for the 2003-2004 school year. Three districts have an elementary school with estimated enrollment of greater than 10 for the upcoming year, but requested approval in the event that the average daily attendance falls below 10.

#### **ACTION TAKEN:**

Dr. Marilyn Howard approved all of the requests to operate an elementary school during the 2004-2005 school year with less than ten (10) pupils in average daily attendance (see attachment).

#### **ATTACHMENTS:**

1. List of approved districts / schools.

Schools Approved to Operate with Less Than 10 ADA  
School Year 2004-2005

School District	School	Estimated Enrollment	Requested Approval Last Year?
Bear Lake County School District # 033	Geneva Elementary	11	YES
Garden Valley School District # 071	Lowman Elementary	11	YES
Soda Springs Joint School District # 150	Grays Lake Elementary	< 10	YES
Cassia School District # 151	Almo Elementary	9	YES
Challis Joint School District # 181	Clayton Elementary	6	YES
Prairie Elementary School District # 191	Prairie Elementary - Junior High	< 10	YES
Mountain Home School District # 193	Pine Elementary - Junior High	6	YES
Grangeville Joint School District # 241	White Bird Primary	< 10	YES
Oneida School District # 351	Stone Elementary	12	YES
Arbon Elementary School District # 383	Arbon Elementary	7	YES
Avery School District # 394	Calder Elementary - Junior High	< 10	YES
Three Creek School District # 416	Three Creek Elementary - Junior High	< 10	YES

## **E. SUBJECT:**

### **Presentation of the Public School Budget for FY 2006**

## **BACKGROUND:**

For the last quarter century, the Public School Coalition has met with the State Superintendent of Public Instruction to develop a public school funding budget request. "Membership" has changed over the years, but the core group – representing school administrators, parents, teachers, and elected school trustees – has remained intact. To prepare the FY 2006 request, the coalition invited representatives of the Office of the State Board of Education, Office of the Governor/Division of Financial Management, Legislative Services, Idaho Tax Commission, and other related interests, to meet and make specific budget recommendations to Dr. Howard. The FY 2006 Public Schools Budget Request is based on those recommendations.

## **DISCUSSION:**

Mr. Tim Hill, Bureau Chief for Finance & Transportation, Department of Education, will present the budget.

## **RECOMMENDATION:**

The Department of Education recommends that the State Board of Education endorse and support the FY 2006 Public Schools Budget Request as submitted by the Superintendent of Public Instruction.

## **BOARD ACTION:**

The State Board of Education endorses the request by Superintendent of Public Instruction Marilyn Howard, and the Public School Coalition, for the Public Schools Budget Request for FY 2006 as submitted. Moved by \_\_\_\_\_, seconded by \_\_\_\_\_, and carried.

## **ATTACHMENTS:**

1. FY 2006 Public Schools Support Budget Request
2. FY 2006 Public Schools Support Budget Request Highlights



Public School Support Program  
Distribution Factor

	2004-2005	2005-2006	Increase / (Decrease)	% Change
1 APPROPRIATIONS				
a. General Account	\$889,706,500	\$972,049,300	\$82,342,800	9.3%
b. Property Tax Replacement	75,000,000	75,000,000	0	0.0%
TOTAL GENERAL FUND REVENUES	\$964,706,500	\$1,047,049,300	\$82,342,800	8.5%
c. Dedicated Accounts	\$38,207,800	\$35,919,700	(\$2,288,100)	-6.0%
d. Cigarette and Lottery Taxes	4,700,000	4,700,000	0	0.0%
TOTAL DEDICATED REVENUES	\$42,907,800	\$40,619,700	(\$2,288,100)	-5.3%
TOTAL STATE REVENUES	\$1,007,614,300	\$1,087,669,000	\$80,054,700	7.9%
e. Federal Funds	\$157,980,000	\$165,000,000	\$7,020,000	4.4%
TOTAL REVENUES	\$1,165,594,300	\$1,252,669,000	\$87,074,700	7.5%
2 PROGRAM DISTRIBUTION				
a. Property Tax Replacement	\$75,000,000	\$75,000,000	\$0	0.0%
b. Transportation	57,600,000	59,947,700	2,347,700	4.1%
c. Border Contracts	800,000	800,000	0	0.0%
d. Exceptional Contracts and Tuition Equivalents	5,000,000	5,750,000	750,000	15.0%
e. Floor	1,300,000	1,300,000	0	0.0%
f. Program Adjustments	300,000	400,000	100,000	33.3%
g. Salary-based Apportionment	684,339,900	718,207,700	33,867,800	4.9%
h. Teacher Incentive Award (Natl Bd Cert)	696,400	696,400	0	0.0%
i. State Paid Employee Benefits	123,454,900	133,945,700	10,490,800	8.5%
j. Unemployment	1,250,000	1,250,000	0	0.0%
k. Early Retirement Payout	4,000,000	4,600,000	600,000	15.0%
l. Substance Abuse	4,700,000	4,700,000	0	0.0%
m. Bond Levy Equalization Support Program	2,000,000	5,000,000	3,000,000	150.0%
Building Student Success:				
n. Technology Grants	8,400,000	12,400,000	4,000,000	47.6%
o. ISIMS	0	5,000,000	5,000,000	NA
p. Idaho Reading Initiative	2,800,000	2,800,000	0	0.0%
q. Limited English Proficient (LEP)	4,850,000	5,060,000	210,000	4.3%
r. State AYP Remediation	0	5,100,000	5,100,000	NA
s. Idaho Digital Learning Academy	450,000	900,000	450,000	100.0%
t. Special Initiative	0	800,000	800,000	NA
Professional Development:				
u. Least Restrictive Environment (Teacher Training)	0	1,000,000	1,000,000	NA
v. Gifted and Talented (Teacher Training)	500,000	500,000	0	0.0%
w. Annual Contract Support Program (Mentor)	0	2,000,000	2,000,000	NA
x. Federal Funds for Local School Districts	157,980,000	165,000,000	7,020,000	4.4%
y. School Facilities Funding	8,922,500	13,450,000	4,527,500	50.7%
z. HB 315 Facilities Transfer (Whitepine)	377,500	0	(377,500)	-100.0%
TOTAL DISTRIBUTIONS	\$1,144,721,200	\$1,225,607,500	\$80,886,300	7.1%
Education Stabilization Funds	\$0	\$0	\$0	NA
3 NET STATE FUNDING AVAILABLE	\$20,873,100	\$27,061,500	\$6,188,400	29.6%
4 SUPPORT UNITS	12,870.0	13,050.0	180.0	1.4%
5 NET STATE FUNDING PER SUPPORT UNIT (includes \$300 for Safe Environment Provisions)	\$1,621.84	\$2,073.68	\$451.84	27.9%
6 EQUALIZATION				
Adjusted Market Value	\$76,600,000,000	\$81,500,000,000	\$4,900,000,000	6.4%
Urban renewal	1,550,000,000	1,550,000,000	0	0.0%
Rural Electric Association (REA)	135,000,000	135,000,000	0	0.0%
Mines Net Profit Decrease	0	0	0	NA
Total Market Value	\$78,285,000,000	\$83,185,000,000	\$4,900,000,000	6.3%
Equalization Rate X	0.00398	0.00392		
Total Equalization	\$311,504,804	\$326,240,000	\$14,735,196	4.7%
District Taxes not Equalized	(17,700,000)	(24,650,000)	(6,950,000)	39.3%
7 NET EQUALIZATION	\$293,804,804	\$301,590,000	\$7,785,196	2.6%
8 NET EQUALIZATION PER SUPPORT UNIT	\$22,828.66	\$23,110.34	\$281.68	1.2%
9 DISTRIBUTION FACTOR	\$24,450.50	\$25,184.02	\$733.52	3.0%

## **FY 2006 Public School Budget Request Highlights**

### **Discretionary Funds: \$5.6 million (\$4.4 million to offset reduction in Endowment / Lands)**

Funds necessary for school district and charter school expenses including textbooks, employee medical insurance, utilities, etc. FY 2006 Endowment / Lands revenue based on a 4% distribution rate, a reduction from the FY 2005 Endowment / Lands revenue based on a 5% distribution rate.

### **Support Unit (enrollment) Increase: \$15.7 million (\$11.6 million State, \$4.1 Local)**

Support units (mid-term) are estimated to increase from 12,925 to 13,100. Mid-term support units are used to calculate salary and benefit apportionment.

Support units (best-28 weeks) are estimated to increase from 12,870 to 13,050. Best-28 week support units are used to calculate discretionary funds.

Enrollment increased by 3,462 in the 2003-2004 school year, bringing total fall enrollment to 252,122. Approximately one-half of this increase (1,708) was in charter schools.

- Virtual charter schools will likely continue to attract a significant number of home-schooled students into the public school system.
- Charter school support units increased by 114 in the 2003-2004 school year and are estimated to increase by approximately 80 in the 2004-2005 school year.

The SDE will be receiving 2004-2005 enrollment by mid-November. Preliminary estimates indicate that charter schools will be increasing enrollment by approximately 1,400 students.

### **PERSI Employer Rate Increase: \$4.3 million**

Effective in FY 2006, the PERSI employer rate will increase from 10.39% to 11.00%. The state pays into PERSI on behalf of eligible public school employees.

### **Base Salary Increases (3%): \$24.4 million [\$20.6 million salaries, \$3.8 million benefits (PERSI, FICA, Medicare)]**

	Current	Request
Instructional	\$23,210	\$23,906
Administrative	\$33,760	\$34,773
Classified	\$18,648	\$19,207

### **Experience & Education Index: \$4.6 million**

Reflects estimated increase in instructional and administrative indexes based on recent data, and revision of statutory caps.

**Transportation: \$2.3 million (\$1.6 million for Home-based Virtual Schools, \$750 thousand for inflation @ 1.3%)**

Funding for provisions of SB 1443 (2004 session) as outlined in Idaho Code 33-1006 (7) for reimbursable pupil transportation costs, and for internet connection, electronic and computer equipment, toll-free telephone service, and education-related visits for home-based virtual schools.

**ISIMS: \$5.0 million**

Initial state funding according to the agreement among the Governor's office, the Legislature, the Albertson's Foundation, and the State Board of Education.

**Technology: \$4.0 million**

Funding for additional computers, bandwidth, and integration training for Idaho Standard Achievement Testing (ISAT) and No Child Left Behind (NCLB), as outlined in Idaho Education Technology Association (IETA) Funding Issues.

**Annual Contract Support Program: \$2.0 million**

Restores funding to FY 2003 level for statutory requirements outlined in Idaho Code 33-514. School districts used discretionary funds in the 2003-2004 school year to fund this program, which was separately funded at \$2.0 million for each of the three preceding fiscal years.

**Idaho Digital Learning Academy (IDLA): \$450 thousand**

Funding to develop on-line advanced placement (AP) courses.

**Special Initiative: \$800 thousand**

Program to encourage Idaho public school graduates to continue with post-secondary education by paying college entrance exam costs and by training additional teachers to expand advanced placement course offerings in high schools.

**Least Restrictive Environment (LRE): \$1.0 million**

Funding to train regular classroom teachers to work with special education students to meet proficiency on state tests. Restores funding to FY 2004 level.

**State Adequate Yearly Progress (AYP) Remediation: \$5.1 million**

Supports state AYP remediation and supplemental services for students in non-Title I schools. Estimated 17,000 students @ \$300 per student (calculated based on federal support for remediation in Title I schools).

**Bond Levy Equalization Support Program: \$3.0 million**

Increased funding for public school district bond interest subsidy. FY 2004 payments of \$825,000 to seven school districts, based on \$90.7 million of bonds; FY 2005 payments of \$2,000,000 to twenty-two school districts based on \$223.4 million of bonds. Request reflects fund shift from annual lottery dividend to state general funds.

**Exceptional Child Funding: \$750 thousand**

Funding to reflect the increase in special education students and costs as reflected in the excess cost rate. Categories include severely and emotionally disturbed (SED), district-to-agency contracts, and tuition equivalency payments for special education, juvenile detention (including summer), and court ordered students.

**Early Retirement Incentive: \$600 thousand**

Request reflects an increase from the FY 2005 appropriation of \$4 million, but no increase from FY 2005 actual expenditures of \$4.6 million.

**Limited English Proficient (LEP): \$210 thousand**

Funding to reflect the increase in the number of LEP students, although estimated per LEP student support of \$230 has not been increased from previous years.

## **F. SUBJECT:**

### **University Of Idaho Teacher Preparation Program Review Report**

## **BACKGROUND:**

According to Idaho Code § 33-1258 & 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 NCATE (National Council for the Accreditation of Teacher Education)/Idaho partnership agreement, a concurrent NCATE/Idaho on-site visit is scheduled on a seven-year cycle basis. The scheduled on-site visit at the University of Idaho was conducted on April 24-28, 2004.

## **DISCUSSION:**

The protocol for the NCATE/Idaho partnership agreement provides for a concurrent on-site visit. The agreement explains 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 constituency groups representing higher education, the Idaho Education Association, the State Board of Education, the State Department of Education, the Idaho Association of School Administrators, and the Idaho School Boards Association.

Dr. Wenden Waite, Director of the Center for School Policies at Boise State University in Boise, Idaho, 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 the University of Idaho in Moscow, Idaho.

**BOARD ACTION:**

The State Board of Education carried to approve/disapprove/table the recommendation by the Professional Standards Commission to accept the state team report as approved by the Professional Standards Commission, thus providing State Board of Education continuing program approval for the teacher preparation program at the University of Idaho in Moscow, Idaho. 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**

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### **Professional Standards Commission Idaho State Board of Education**

#### **Program Approval Evaluation**

University of Idaho  
Moscow, Idaho  
April 24-28, 2004

Concurrent Visit with the NCATE Board of Examiners Team

#### **State Team:**

Wenden Waite, Chair  
Ellen Batt  
Tamara Christensen  
Gregory Cox  
Dave Dean  
Alane Hale  
Stacey Jensen  
Melinda Lindsey  
David Magleby  
David Massaro  
Tracy Montgomery  
Nancy Ness  
David Rodriguez  
Tom Rybus

#### **State Observers:**

Keith Potter  
Mike Stefanic  
Patty Toney

## TABLE OF CONTENTS

<b>I. Program Recommendations.....</b>	<b>1</b>
<b>II. Team Findings for Standards</b>	
Core Teacher Standards.....	2
<b>III. Initial Programs</b>	
Communication Arts Foundation	
Journalism .....	6
Speech and Debate.....	7
Elementary Education.....	8
Foreign Language	
French.....	9
German.....	12
Latin.....	15
Spanish.....	18
Health.....	21
Language Arts.....	23
Math.....	25
Physical Education.....	27
Professional-Technical Education Foundation.....	30
Agricultural Science and Technology.....	33
Business Technology.....	34
Family and Consumer Sciences.....	35
Marketing.....	36
Technology Education.....	37
Science Foundation.....	38
Biology.....	41
Chemistry.....	42
Earth Science.....	43
Physical Science.....	44
Physics.....	45
Social Studies Foundation.....	46
Geography.....	47
Government/Civics (Political Science).....	48
History.....	49
Psychology.....	50
Special Education Foundation.....	51
Generalist.....	54
Visual Performing Arts Foundation.....	57
Drama.....	60
Music.....	61
Visual Arts.....	62
Speech/Drama.....	63
<b>IV. Other Endorsement Areas</b>	
School Administrators Foundation (Principals).....	64
School Superintendents.....	66
Special Education Directors.....	67
School Psychologists.....	68
School Counselors.....	72
<b>V. Interview Index.....</b>	<b>73</b>



## INTRODUCTION

The team-visit for the University of Idaho was conducted April 24-28, 2004. In preparation for the visit, the professional education unit, which is defined as the school, college, department, or other administrative body, within the institution that is primarily responsible for the preparation of teachers and other professional school personnel prepared a self-study report and requested a peer review of 32 teacher preparation programs and 4 other personnel programs. A fourteen-member State Evaluation Team and 3 State Observers visited the campus, located in Moscow, Idaho to review the 36 programs. Using the latest performance based system, approved by the Professional Standards Committee and the State Board of Education, the evaluation team sought for evidence that demonstrates that teacher candidates know the subject matter they teach and can teach it effectively so that students learn.

Until 2000, institutional program reviews focused on input information, i.e., the quality of the curriculum, courses taken, and how candidates performed in class. While the curriculum is certainly an important component in preparing educators, the new standards take accountability to an important next step, results. Using the recommendations of professional organizations and national, state, and district standards, reviews now center their evaluation on three questions:

- Have candidates acquired the necessary knowledge, skills, and dispositions needed to become effective educators?
- Have candidates demonstrated their knowledge, skills, and dispositions in measurable ways?
- Have candidates helped P-12 students learn the public school curriculum needed to enter the 21<sup>st</sup> century?

Since 2000 the review process has changed, with National, State, and District Standards at the basis for that change. The standards are based on consensus of the education profession and emphasize performance outcomes of knowledge, skills, and dispositions needed to ensure that all P-12 students have a significant learning experience.

The standards used to validate the institutional report are the ten standards listed under the heading of Core Teaching Standards developed and approved for schools in the State of Idaho. Rubrics have been developed for each standard emphasizing what candidates know and what they can do to improve P-12 student learning. For each rubric three sources of data were sought to validate each area reviewed. Examples of the sources of data reviewed by team members include: course syllabi, minutes of meetings, contractual agreements, program plans and descriptions, advising checklists, class assignments and reports, portfolios, video tapes, and letters of support. In addition to the review of documents, team members also conducted over 360 interviews with candidates, university administrators, university faculty, principals, cooperating teachers, and university supervisors.

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

- Candidate- is a University of Idaho student enrolled in a teacher preparation or other personnel programs.
- Student – is a person enrolled in a public school. P-12 students include students from kindergarten through 12<sup>th</sup> grade. If reference is made to 6-12 students that reference means public school students enrolled in grades 6 through 12.

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

<b>Core, Foundational, and Program Standards</b>	<b>Recommendation</b>
Core Teacher Standards	
Elementary Education	Approved
Health	Approved
Journalism	Approved
Language Arts	Approved
Math	Conditionally Approved
Physical Education	Approved
Psychology	Conditionally Approved
Speech and Debate	Approved
Foreign Language Foundation	
French	Conditionally Approved
German	Conditionally Approved
Latin	Conditionally Approved
Spanish	Approved
Professional-Technical Education Foundation	
Agricultural Science and Technology	Approved
Business Technology	Approved
Family and Consumer Sciences	Approved
Marketing	Approved
Technology Education	Approved
Science Foundation	
Biology	Approved
Chemistry	Approved
Earth/Space Systems	Approved
Physical Science	Approved
Physics	Approved
Social Studies Foundation	
Social Studies	Approved
Geography	Conditionally Approved
Government/Civic (Political Science)	Conditionally Approved
U.S. History	Approved
Special Education Foundation	
Generalist	Approved
Visual Performing Arts Foundation	
Drama	Approved
Music	Approved
Visual Arts	Approved
Speech/Drama	Conditionally Approved
School Principals	Approved
School Superintendents	Approved
Special Education Directors	Approved
School Psychologists	Conditionally Approved
School Counselors	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:** University of Idaho      **Review Dates:** April 24-28, 2004  
**Standards(s) Reviewed:** Core

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

A review of Praxis II results; candidate, faculty, and school-based interviews; and portfolios provides evidence that teacher candidates demonstrate an adequate knowledge of content and understand the central concepts, tools of inquiry, and structures of the discipline taught. Candidates are also able to articulate the importance of engaging students in contributing to content development as well as adequately create learning experiences that make central concepts, tools of inquiry, and structures of the discipline meaningful to students.

Element	Unacceptable	Acceptable	Target
<b>1.1 Understanding Subject Matter</b>		<b>X</b>	
<b>1.2 Making Subject Matter Meaningful</b>		<b>X</b>	

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

The conceptual framework for the college of education encourages candidates to become facilitators of learning. Standards and dispositions assessment data reports near mastery for all candidates in this area. Course syllabi for core education courses, work samples, and candidate interviews provide further evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop. Demonstrated through the development and delivery of lessons in courses and practicum placements, candidates successfully provide opportunities to support students' intellectual, social, and personal development. Candidate interviews revealed some concern that their learning is compromised by lack of feedback and instructional strategies inherent in courses with large numbers of students.

Element	Unacceptable	Acceptable	Target
<b>2.1 Understanding Human Development and Learning</b>		<b>X</b>	
<b>2.2 Provide Opportunity for Development</b>		<b>X</b>	

**Standard 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 learners with diverse needs.**

A review of lesson plans, portfolios, and course syllabi, as well as interviews with candidates and cooperating teachers, indicates that there is inconsistency within which the teacher candidates demonstrate their understanding of how students differ in their approaches to learning. Interviewed candidates, both elementary and secondary, were unable to discuss approaches for teaching ESL students or adaptations, which might be necessary for curriculum. The same was consistently true when asked about working with students who were experiencing reading difficulties. Candidates were aware that they would be teaching in situations where there would be diversity including cultural,

community, and socioeconomic factors; however, they were unable to discuss instructional strategies or opportunities that might be used with the students. Lesson plans and portfolios consistently showed a lack planning for diverse learning needs. Observation of interns does indicate that they are showing a beginning ability to accommodate individuals with diverse learning needs.

Element	Unacceptable	Acceptable	Target
<b>3.1 Understanding of Individual Learning Need</b>	<b>X</b>		
<b>3.2 Accommodating Individual Learning Needs</b>		<b>X</b>	

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

The review of teacher candidate's work (assignments, lesson and unit plans, and portfolios) in the methods classes, the EDTE sequences designed for each certification area, candidate evaluations during practicum, and Praxis II scores provide evidence that candidates are well-prepared to engage students in meaningful learning. A variety of teaching strategies and field experiences promotes the development of critical thinking, problem solving, and performance skills. Interviews with departmental and teacher education faculty, K-12 administration, cooperating teachers, and teacher candidates further support the rating.

Element	Unacceptable	Acceptable	Target
<b>4.1 Understanding of multiple instructional strategies</b>		<b>X</b>	
<b>4.2 Application of multiple instructional strategies</b>		<b>X</b>	

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

A review of course syllabi, candidate-created lesson plans, and class management models provides evidence that candidates demonstrate adequate understanding of the principles of motivation and management for safe and productive student behavior. Though some weaknesses are evident at initial placement in the internship, interviews with interns and their cooperating teachers, as well as classroom observations, provide evidence that teacher candidates are able to create, manage, and modify safe and productive learning environments.

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

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

A review of data, including interviews with teacher candidates, observations of student interns and recently hired graduates, and a review of student work samples, including lesson plans and portfolios, provide evidence that candidates demonstrate an adequate ability to model and use communication skills appropriate to professional settings. In addition, the evidence indicates that candidates use listening, speaking, reading, writing, and viewing techniques to foster inquiry and collaboration and to support interaction in and beyond the classroom.

Element	Unacceptable	Acceptable	Target
<b>6.1 Communication Skill</b>		<b>X</b>	
<b>6.2 Application of Thinking and Communication Skills</b>		<b>X</b>	

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

A review of course syllabi, lesson plans, and instructional units and interviews with candidates and instructors provide evidence that teacher candidates 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. Teaching portfolios and candidate web pages, as well as interviews with cooperating teachers in schools, demonstrate that teacher candidates plan and prepare instruction based upon consideration of students' needs and community contexts.

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

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

Sources of evidence include program documents (catalog, syllabi, institutional report), candidate products (assessment philosophy statements, lesson and unit plans, portfolios), candidate assessments (SDA, ICLA Standard III), and candidate interviews. All verify strength in knowledge of informal strategies to assess student learning; less evidence is available to support knowledge of formal assessment strategies. Sources of evidence include course assignments (construction of tests), candidate products (lesson and unit plans, portfolios, with reflections), K-12 student artifacts (writing samples, teacher made tests), candidate evaluations (internship evaluation), and interviews with mentor teachers and principals. All evidence verifies skill in using informal assessment information to interpret K-12 student performance. Less evidence is available to verify use of formal assessment strategies or to determine program effectiveness. A weakness exists in two aspects of this standard: a) knowledge and skills with a variety of formal assessment strategies and b) knowledge and skills in determining program effectiveness.

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

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

Review of student work samples; examination of core course syllabi; and interviews with candidates, faculty, cooperating teachers and internship supervisor's reveals that candidates have a strong commitment to the teaching profession. Candidate exposure to the philosophy and practice of professional standards is modeled by university faculty and mentor teachers and demonstrated through course assignments. Throughout the program, candidates

engage in reflective activities such as self-assessments, journals, and pedagogical autobiographies intended to refine professional practice. Candidates also demonstrate professional commitment by engaging in professional relationships, participating in professional development opportunities, and joining professional organizations. While graduate candidates in the plus certification program exhibited the same qualities and characteristics, they report a lack of knowledge about the Core and Enhancement Standards.

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

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

The minutes of the College of Education Advisory Council, student portfolios, and interviews with cooperating teachers and principals provide evidence that teacher candidates interact in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being. Candidates cited the importance of this well-integrated focus throughout their matriculation through the College of Education, as well as in the various discipline methods courses. Improvement was noted in the frequency and quality of contact between the College of Education and the public schools, although training for cooperating teachers appears to occur on an ad hoc basis.

Element	Unacceptable	Acceptable	Target
<b>10.1 Interacting in with Colleagues, Parents, and Community in Partnerships</b>		X	

#### **Areas for Improvement:**

#3 There is insufficient evidence that candidates are aware that they will teach in situations where diversity, including cultural, community, and socioeconomic factors will be present. Candidates did express understanding of the importance of diversity; however, they were unable to discuss instructional strategies or opportunities that might be used with the students.

#### **Recommended Action:**

☐ Approved  
☐ Approved Conditionally  
☐ Not 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: University of Idaho  
Standards(s) Reviewed: Journalism

Review Dates: April 24-28, 2004

**Standard 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 the University Catalog and course syllabi and interviews with university faculty concerning the secondary journalism teaching major in the College of Education indicate that courses are available and aligned with the state standards. Courses have recently acquired a new heading (JAMM) and are now in the College of Journalism and Mass Media. There is a lack of evidence to show that teacher candidates can create adequate learning experiences that make subject matter meaningful due to a lack of opportunity to interview teacher candidates or see current work samples.

Element	Unacceptable	Acceptable	Target
<b>1.1 Understanding Subject Matter</b>		<b>X</b>	
<b>1.2 Making Subject Matter Meaningful</b>	<b>X</b>		

**Areas for Improvement:**

#1 There is insufficient evidence that candidates can make subject matter meaningful. Due to availability of only one candidate or sufficient work samples, limited evidence exists that this is a vibrant program.

**Recommended Action:**

X Approved  
\_\_\_ Approved Conditionally  
\_\_\_ Not 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:** University of Idaho  
**Standards(s) Reviewed:** Speech /Debate

**Review Dates:** April 24-28, 2004

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

A review of the University Catalog and course syllabi for the Secondary Education Speech/Debate Teaching Major coupled with the information from the U of I NCATE Accreditation website and interviews with university faculty members, indicates there are appropriate classes available to address most speech and communication issues important to teacher candidates. There is, however, a lack of evidence showing opportunity for candidates to enroll in classes that would provide an appropriate knowledge base for debate and forensic programs and issues. Because of the unavailability of student interns, recent graduates to interview, and the lack of sufficient work samples, only minimal evidence exists that teacher candidates are able to create learning experiences that make subject matter meaningful.

Element	Unacceptable	Acceptable	Target
<b>1.1 Understanding Subject Matter</b>		<b>X</b>	
<b>1.2 Making Subject Matter Meaningful</b>	<b>X</b>		

**Areas for Improvement:**

#1 There is insufficient evidence that candidates have the opportunity to experience debate, rhetoric, and a forensics knowledge base for speech/debate. Due to the unavailability of student interns, recent graduates, or sufficient work samples, only minimal evidence exists that teacher candidates are able to create learning experiences that make subject matter meaningful.

**Recommended Action:**

☐ Approved  
☒ **Approved Conditionally**  
☐ Not 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:** University of Idaho  
**Standards(s) Reviewed:** Elementary Education

**Review Dates:** April 24-28, 2004

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

A review of Praxis II and ICLA results; candidate, faculty, and school-based interviews; and portfolios indicates that the program provides evidence that teacher candidates demonstrate adequate knowledge of elementary subject content, understand connections across the curriculum, demonstrate an ability to attain information and resources when necessary, and communicate with students the ways knowledge in a content area is discovered. Portfolios, interviews, and intern observations provide evidence that teacher candidates demonstrate an adequate ability to use materials, instructional strategies, and/or methods that illustrate and promote relevance and real-life application making learning experiences and subject matter meaningful to most students. Lesson plans show cross-curricular integration as well as use of familiar texts to introduce new concepts. Candidates state their confidence in their knowledge to teach the subjects they will be charged with teaching in the elementary setting.

Element	Unacceptable	Acceptable	Target
<b>1.1 Understanding Subject Matter</b>		<b>X</b>	
<b>1.2 Making Subject Matter Meaningful</b>		<b>X</b>	

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

A review of course syllabi, Praxis II and Idaho Comprehensive Literacy Assessment results, and portfolios indicates the program provides evidence that teacher candidates demonstrate adequate understanding of how young children and early adolescents learn, and that their literacy and language development influence learning and instructional decisions. Candidate portfolios provide sample lessons taught in a variety of disciplines that were appropriately designed for the grade levels for which candidates indicated they are designed. Time allotted for the plans and activity types are well chosen for grade levels.

Element	Unacceptable	Acceptable	Target
<b>2.1 Understanding Human Development and Learning</b>		<b>X</b>	
<b>2.2 Provide Opportunities for Development</b>		<b>X</b>	

**Recommended Action:**

☒ **Approved**  
☐ Approved Conditionally  
☐ Not 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: University of Idaho  
Standards(s) Reviewed: Foreign Language– French

Review Dates: April 24-28, 2004

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

A review of the College Catalog, syllabi of French and foreign language methods courses, and interviews with faculty provides evidence that knowledge of the target language and cultures is adequate. Insufficient evidence was available to evaluate candidates' performance of this standard in practical applications.

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

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

Methods course syllabi and interviews with instructors of methods courses provide evidence that the program imparts understanding of the second or foreign language acquisition process. Insufficient evidence was available to evaluate the candidates' performance of this standard in practical applications.

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

**Standard 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 learners with diverse needs.**

A review of course syllabi and interviews with foreign language and methods instructors provide evidence that candidates in the French program receive instruction regarding instructional adaptations for age, socioeconomic background, ethnicity, self-image differences, and language proficiency levels among individuals and subgroups of the student population. Insufficient evidence was available to evaluate candidates' performance of this standard in practical applications.

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

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

A review of course syllabi and interviews with foreign language instructors provide evidence that candidates receive instruction on multiple instructional strategies to develop students' language proficiency, critical thinking, problem solving, and performance skills, especially at the initial stages of the target language acquisition. Candidates understand how to use and adapt authentic materials for foreign language instruction. Insufficient evidence was available to evaluate candidates' performance of this standard in practical applications.

Element	Unacceptable	Acceptable	Target
<b>4.1 Understanding of multiple instructional strategies</b>		X	
<b>4.2 Application of multiple instructional strategies</b>	X		

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

A review of course syllabi and interviews with methods course faculty provide evidence that candidates understand and use formal and informal assessment strategies to evaluate students' performance. The National Foreign Language Standards serve as a basis for aligning instruction and assessments with the five standards of Communication, Cultures, Connections, Comparisons, and Communities. The secondary methods course text provides detailed information on the ACTFL guidelines. Insufficient evidence was available to evaluate candidates' performance of this standard in practical applications.

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

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

Foreign language faculty interviews provide evidence that candidates understand career and life opportunities available to foreign language students. Candidates interact with other French speakers in the community through cultural enrichment events at the university, which they organize and participate in through development of a French speaker network. Insufficient evidence was available to evaluate candidates' utilization of community resources other than the limited activities described during two interviews.

Element	Unacceptable	Acceptable	Target
<b>10.1 Interacting in with Colleagues, Parents, and Community in Partnerships</b>		X	
<b>10.2 Utilization of community resources</b>	X		

**Areas for Improvement:**

#1 There is insufficient evidence that candidates can make subject matter meaningful for their students. No candidates majoring in French were available to interview.

#2 There is insufficient evidence that candidates can provide opportunities for development of their students. No candidates majoring in French were available to interview.

#3 There is insufficient evidence that candidates can make accommodations for individual learning needs for their students. No candidates majoring in French were available to interview.

#4 There is insufficient evidence that candidates can apply multiple learning strategies in their teaching. No candidates majoring in French were available to interview.

#8 There is insufficient evidence that candidates can use formal and informal assessment strategies to evaluate students' performance. No candidates majoring in French were available to interview.

#10 There is insufficient evidence that candidates can utilize community resources. No candidates majoring in French were available to interview.

**Recommended Action:**

☐ Approved

☒ **Approved Conditionally**

☐ Not 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: University of Idaho  
Standards(s) Reviewed: Foreign Language– German

Review Dates: April 24-28, 2004

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

A review of the College catalog, syllabi of German and foreign language methods courses, and interviews with faculty and one candidate provide evidence that knowledge of the target language and cultures is adequate. Insufficient evidence was available to evaluate candidates' performance of this standard in practical applications.

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

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

Methods course syllabi and interviews with one candidate and faculty of methods courses provide evidence that the program imparts understanding of the second or foreign language acquisition process. Insufficient evidence was available to evaluate candidates' performance of this standard in practical applications.

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

**Standard 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 learners with diverse needs.**

A review of course syllabi and interviews with one candidate and foreign language and methods faculty provide evidence that candidates in the German program receive instruction regarding instructional adaptations for age, socioeconomic background, ethnicity, self image differences, and language proficiency levels among individuals and subgroups of the student population. Insufficient evidence was available to evaluate candidates' performance of this standard in practical applications.

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

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

A review of course syllabi and interviews with one candidate and foreign language methods faculty provide evidence that candidates receive instruction on multiple instructional strategies to develop students' language proficiency, critical thinking, problem solving, and performance skills, especially at the initial stages of the target language acquisition. Candidates understand how to use and adapt authentic materials for foreign language instruction. The interviewed candidate's understanding of the language acquisition process, coupled with near-native German proficiency, facilitates adaptation and utilization of authentic materials and Internet resources for foreign language instruction in teaching assignments in the Foreign Language Department.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple instructional strategies		X	
4.2 Application of multiple instructional strategies		X	

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

A review of course syllabi and an interview with one candidate provide evidence that candidates understand and use formal and informal assessment strategies to evaluate students' performance. The National Foreign Language Standards serve as a basis for aligning instruction and assessments with the five standards of Communication, Cultures, Connections, Comparisons, and Communities. Reflection components and peer input following lessons provide candidates with means of enhancing individual student competencies and modifying teaching and learning strategies. The secondary methods course text provides detailed information on the ACTFL guidelines, and the candidate is able to articulate how to incorporate the guidelines into their practice to measure the proficiency of their students in the skills of reading, writing, listening, and speaking. Insufficient evidence was available to evaluate candidates' performance of this standard in practical applications.

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

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

Interviews with one candidate and foreign language faculty provide evidence that candidates understand career and life opportunities available to foreign language students. Interview data indicated that some candidates elect to enroll in an interdisciplinary course focused on German for Professional Life and some students add coursework or a minor in teaching ESL to enhance their opportunities. Candidates interact with other German speakers in the community through cultural enrichment events at the university that they organize as a result of developing a German speaker network. Insufficient evidence was available to evaluate candidates' full utilization of community resources.

Element	Unacceptable	Acceptable	Target
<b>10.1 Interacting in with Colleagues, Parents, and Community in Partnerships</b>		<b>X</b>	
<b>10.2 Utilization of community resources</b>	<b>X</b>		

**Areas for Improvement:**

#1 There is insufficient evidence that candidates can make subject matter meaningful for their students. Only one candidate majoring in the German was available to interview; no work samples were available.

#2 There is insufficient evidence that candidates can provide opportunities for development of their students. Only one candidate majoring in the German was available to interview; no work samples were available.

#3 There is insufficient evidence that candidates can make accommodations for individual learning needs for their students. Only one candidate majoring in the German was available to interview; no work samples were available.

#8 There is insufficient evidence that candidates can use formal and informal assessment strategies to evaluate students' performance. Only one candidate majoring in the German was available to interview; no work samples were available.

#10 There is insufficient evidence that candidates can utilize community resources. Only one candidate majoring in the German was available to interview; no work samples were available.

**Recommended Action:**

☐ Approved

☒ **Approved Conditionally**

☐ Not 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: University of Idaho  
Standards(s) Reviewed: Foreign Language– Latin

Review Dates: April 24-28, 2004

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

A review of the College catalog and syllabi of Latin course offerings suggests that candidates' knowledge of the target language is adequate. Insufficient evidence was available to evaluate candidates' performance of the standards in practical applications.

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

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

Insufficient evidence was available to evaluate candidates' performance of this standard in practical applications.

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

**Standard 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 learners with diverse needs.**

Insufficient evidence was available to evaluate candidates' performance of this standard in practical applications.

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

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

Insufficient evidence was available to evaluate candidates' performance of this standard in practical applications.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple instructional strategies	X		
4.2 Application of multiple instructional strategies	X		

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

Insufficient evidence was available to evaluate candidates' performance of this standard in practical applications.

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

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

Insufficient evidence was available to evaluate candidates' performance of this standard in practical applications.

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

#### **Areas for Improvement:**

#1 There is insufficient evidence that candidates can make subject matter meaningful for their students. No candidates majoring in Latin were available to interview.

#2 There is insufficient evidence that candidates understand human development and learning and can provide opportunities for development of their students. No candidates majoring in Latin were available to interview.

#3 There is insufficient evidence that candidates understand individual learning needs and can make accommodations for individual learning needs for their students. No candidates majoring in Latin were available to interview.

#4 There is insufficient evidence that candidates understand multiple instructional strategies and can apply multiple learning strategies in their teaching. No candidates majoring in Latin were available to interview.

#8 There is insufficient evidence that candidates assessment can use both formal and informal assessment strategies to evaluate students' performance. No candidates majoring in Latin were available to interview.

#10 There is insufficient evidence that candidates have the opportunity to interact with colleagues, parents, and communities and can utilize community resources in their teaching. No candidates majoring in Latin were available to interview.

**Recommended Action:**

☐ Approved

☒ **Approved Conditionally**

☐ Not 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:** University of Idaho  
**Standards(s) Reviewed:** Foreign Language– Spanish

**Review Dates:** April 24-28, 2004

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

A review of Spanish Praxis II results, the College catalog, syllabi of Spanish and methods courses, candidates' work samples and unit plans, and interviews with faculty and candidates provide evidence that knowledge of the target language and cultures is adequate. Syllabi, lesson plan format, and rubrics indicate that the candidates understand the Idaho Core Standards, the ESL and Bilingual Education Standards, and the National Foreign Language Standards. Candidates demonstrate the ability to articulate the value of bilingualism and foreign language learning and to plan, create, and execute meaningful language and cultural learning experiences in the target language.

Element	Unacceptable	Acceptable	Target
<b>1.1 Understanding Subject Matter</b>		<b>X</b>	
<b>1.2 Making Subject Matter Meaningful</b>		<b>X</b>	

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

Methods course syllabi, candidate work samples, and candidates' teaching portfolios provide evidence that the program imparts strong understanding of the second or foreign language acquisition process. Candidates demonstrate their ability to tap students' background knowledge and the native language to build higher levels of second or foreign language proficiency and growth in cognitive skills in the target language. Candidates practice and demonstrate their knowledge and skills by designing instructional units and implementing them during multiple field experiences and service learning projects.

Element	Unacceptable	Acceptable	Target
<b>2.1 Understanding Human Development and Learning</b>		<b>X</b>	
<b>2.2 Provide Opportunity for Development</b>		<b>X</b>	

**Standard 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 learners with diverse needs.**

A review of course syllabi, descriptions of reading and research assignments and collaborative instructional projects, teaching portfolios, and interviews with candidates and instructors provide evidence that candidates in the Spanish program receive in-depth instruction regarding instructional adaptations for age, socioeconomic background, ethnicity, self image differences, and language proficiency levels among individuals and subgroups of the student population. Candidates provide for alternate activities in their instructional units and lesson plans. They apply principles of multicultural education and foreign language, ESL, and bilingual instruction techniques in field experiences with individuals or small groups in the Moscow charter school, where they have adapted lessons in their

teaching of Spanish for two partially blind students, a student in a wheelchair, field dependent learners, and students with ADHD.

Element	Unacceptable	Acceptable	Target
<b>3.1 Understanding of Individual Learning Needs</b>			<b>X</b>
<b>3.2 Accommodating Individual Learning Needs</b>		<b>X</b>	

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

A review of course syllabi and instructor web-pages, interviews with candidates and instructors, and teaching portfolios provide evidence that candidates receive extensive instruction on multiple instructional strategies to develop students' language proficiency, critical thinking, problem solving, and performance skills, especially at the initial stages of target language acquisition. Candidates understand how to use and adapt authentic materials for foreign language instruction. Some candidates' understanding of the language acquisition process, coupled with their native Spanish proficiency, facilitates their adaptation and utilization of authentic materials and internet resources for foreign language instruction in their field experiences and teaching assignments in the Foreign Language Department.

Element	Unacceptable	Acceptable	Target
<b>4.1 Understanding of multiple instructional strategies</b>		<b>X</b>	
<b>4.2 Application of multiple instructional strategies</b>		<b>X</b>	

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

A review of course syllabi, interviews with candidates, and teaching portfolios provide strong evidence that candidates understand and use formal and informal assessment strategies to evaluate students' performance. The National Foreign Language Standards serve as a basis for aligning instruction and assessments with the five standards of Communication, Cultures, Connections, Comparisons, and Communities. Reflection components and peer input following lessons provide candidates with means of enhancing individual student competencies and modifying teaching and learning strategies. The secondary methods course text provides detailed information on the ACTFL guidelines, and some candidates articulated how they incorporate the guidelines into their practice to measure the proficiency of their students in the skills of reading, writing, listening, and speaking.

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

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

A review of course syllabi, professors' websites and links, and interviews with candidates provide evidence that Spanish teacher candidates understand career and life opportunities available to foreign language students. Some candidates elect to enroll in an interdisciplinary course focused on business Spanish and some students add coursework or a minor in teaching ESL to enhance their opportunities. Through the Idaho GLOBE Project and field experiences, candidates combine their language skills with math and science to work with community schools to

conduct projects in ecology and environmental science. Candidates obtain opportunities to communicate in the target language with K-12 ESL students who speak Spanish and need help in their English acquisition and academic coursework. Candidates provide learning opportunities to students in their field experiences and to the campus community by inviting them to Hispanic cultural enrichment events at the university that they organize and sponsor through campus organizations.

Element	Unacceptable	Acceptable	Target
<b>10.1 Interacting in with Colleagues, Parents, and Community in Partnerships</b>		<b>X</b>	
<b>10.2 Utilization of community resources</b>		<b>X</b>	

**Recommended Action:**

- ☒ **Approved**  
☐ Approved Conditionally  
☐ Not 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:** University of Idaho

**Review Dates:** April 24-28, 2004

**Standards(s) Reviewed:** Health

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

A review of the course syllabi, assignments, and Praxis II scores provides evidence that teacher candidates demonstrate adequate understanding of health education, the importance of engaging students in identification of health risk behaviors, and the ability to describe for students the ways new knowledge in a content area is applied. Interviews with cooperating teachers, candidate projects, and observations of interactions between interns and their students provide additional evidence that teacher candidates adequately instruct the students about health-enhancing behaviors, recognize the importance of modeling health-enhancing behaviors, and create learning environments that respect and are sensitive to controversial health issues.

Element	Unacceptable	Acceptable	Target
<b>1.1 Understanding Subject Matter</b>		<b>X</b>	
<b>1.2 Making Subject Matter Meaningful</b>		<b>X</b>	

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

The course syllabi, assignments, and candidate-created class management models provide evidence that teacher candidates demonstrate adequate understanding of classroom management and the principles and strategies for motivating students to participate in physical activity and other health-enhancing behaviors. Furthermore, lesson plans, observations, and interviews with interns and their cooperating teachers provide evidence that teacher candidates demonstrate an adequate ability to introduce, manage, and promote health-enhancing behaviors related to personal and social choices.

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

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

Evidence that teacher candidates demonstrate an adequate understanding of how to model and use communication skills appropriate to the target audience is found in course outlines, work samples, and peer teaching evaluations. Additional evidence found in portfolios, group presentations, and interviews with cooperating teachers indicates that candidates demonstrate adequate ability to create safe and sensitive learning experiences that promote student input,

communication, and listening skills, which facilitate responsible decision making and alternatives to high-risk behavior.

Element	Unacceptable	Acceptable	Target
<b>6.1 Communication Skills</b>		<b>X</b>	
<b>6.2 Application of Thinking and Communication Skills</b>		<b>X</b>	

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

Evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based on knowledge of health education, students, the community, and curriculum goals is found in the College catalog, instructor feedback, and class projects. In addition, candidate portfolios, small-group presentations, and observations provide evidence that candidates demonstrate an adequate ability to plan and implement instruction reflecting of current health research, trends, and local health policies compatible with community values and acceptable practices.

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

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

A review of lesson plans and candidates' projects and interviews with teachers indicate that candidates demonstrate an adequate understanding of laws and codes specific to health education and health services to minors. Evidence that they demonstrate an adequate ability to engage in appropriate interventions following the identification or disclosure of information of a sensitive nature and/or student involvement in a high-risk behavior is found in class presentations, portfolios, and interviews with candidates and faculty.

Element	Unacceptable	Acceptable	Target
<b>9.1 Professional Commitment and Responsibility as Reflective Practitioners</b>		<b>X</b>	
<b>9.2 Developing in the Art and science of Teaching</b>		<b>X</b>	

**Recommended Action:**

- ☒ **Approved**  
☐ Approved Conditionally  
☐ Not 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: University of Idaho  
Standards(s) Reviewed: Language Arts

Review Dates: April 24-28, 2004

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

Observation of a recent COE graduate; alumni surveys; student work samples; and interviews with teacher candidates, cooperating teachers, and administrators provide evidence that teacher candidates demonstrate adequate knowledge of English language arts and value literature, language study, and both print and non-print media. The candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals and language arts content.

Element	Unacceptable	Acceptable	Target
<b>1.1 Understanding Subject Matter</b>		<b>X</b>	
<b>1.2 Making Subject Matter Meaningful</b>		<b>X</b>	

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

Interviews with university faculty, candidate discussions, and candidate work samples that include lesson plans and portfolios provide evidence that teacher candidates demonstrate adequate knowledge of the role of maturation in growth in writing, language acquisition, and literary concepts. Candidates also demonstrate an adequate ability to recognize differences in student maturity and identify strategies to promote growth.

Element	Unacceptable	Acceptable	Target
<b>2.1 Understanding Human Development and Learning</b>		<b>X</b>	
<b>2.2 Provide Opportunity for Development</b>		<b>X</b>	

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

Candidate discussions, student work samples, and interviews with university faculty provide evidence that teacher candidates demonstrate an adequate ability to use a variety of instructional strategies that encourage students to develop critical thinking, problem solving, and performance skills at varying literacy levels. The candidates demonstrate an ability to use a variety of strategies that engage students in both small and large group work and promote reading, writing, speaking, and listening.

Element	Unacceptable	Acceptable	Target
<b>4.1 Understanding of multiple instructional strategies</b>		<b>X</b>	
<b>4.2 Application of multiple instructional strategies</b>		<b>X</b>	

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

Candidate portfolios and lesson plans, interviews with teacher candidates, and interviews with university faculty demonstrate that teacher candidates know about formal and informal assessment strategies for evaluating and advancing student performance in the classroom. Candidates demonstrate an adequate ability to use strategies for evaluating performance in reading, writing, speaking, listening, and viewing, and determining teaching effectiveness.

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

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

Reflective journals, portfolio entries, test scores, and faculty interviews provide evidence that candidates understand reflection and are committed to their profession. Work samples and interviews validate that candidates engage in reading and writing for professional and personal growth and that they understand the purpose and availability of professional organizations and resources for language arts teachers, such as the National Council for Teachers of English.

Element	Unacceptable	Acceptable	Target
<b>9.1 Professional Commitment and Responsibility as Reflective Practitioners</b>		X	
<b>9.2 Developing in the Art and science of Teaching</b>		X	

**Recommended Action:**

☒ **Approved**  
☐ Approved Conditionally  
☐ Not 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: University of Idaho  
Standards(s) Reviewed: Math

Review Dates: April 24-28, 2004

**Standard 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.**

The course syllabi from the Mathematics Department, lesson plans, and Praxis II scores indicate that teacher candidates demonstrate adequate understanding of mathematics, including algebra, geometry, calculus, and the techniques and applications of statistics and data analysis. Interviews with faculty, staff, and pre-interns demonstrate adequate understanding of the importance of engaging students in meaningful mathematical inquiry and structures meaningful to students; however, no interns and no candidate-created documents were found to provide evidence indicating that teacher candidates possess or demonstrate pedagogical knowledge and skills as they relate to the teaching of mathematics.

Element	Unacceptable	Acceptable	Target
<b>1.1 Understanding Subject Matter</b>		<b>X</b>	
<b>1.2 Making Subject Matter Meaningful</b>	<b>X</b>		

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

Interviews with pre-interns and faculty indicate an understanding of the need of a variety of instructional strategies; however, there is a lack of evidence available to indicate that teacher candidates demonstrate adequate understanding of a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate, and understand mathematics. Nor is there any evidence that candidates demonstrate adequate ability to plan and prepare instruction using a variety of instructional strategies to facilitate students' critical thinking, problem solving, and performance with understanding.

Element	Unacceptable	Acceptable	Target
<b>4.1 Understanding of multiple instructional strategies</b>	<b>X</b>		
<b>4.2 Application of multiple instructional strategies</b>	<b>X</b>		

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

In reviewing course syllabi and student lesson plans and interviewing candidates and faculty/staff, there is little evidence that teacher candidates demonstrate adequate understanding of the inter-connectedness between the strands of mathematics and the critical linkages between mathematics and other fields. Furthermore, there is a lack of evidence that teacher candidates demonstrate an adequate ability to create learning experiences to help students make these connections.

Element	Unacceptable	Acceptable	Target
<b>11.1 Significant mathematical connections</b>	<b>X</b>		
<b>11.2 Application of mathematical connections</b>	<b>X</b>		

**Areas for Improvement:**

#1 There is insufficient evidence that candidates are exposed to and can apply pedagogical knowledge and skills as they relate to the teaching of mathematics.

#2 There is insufficient evidence that candidates experience developing a variety of instructional strategies for teaching mathematics and that they use multiple instructional strategies in preparing and delivering lessons.

#11 There is insufficient evidence that candidates experience making connections within the strands of mathematics and between mathematics and other fields and that they apply these “connections” in creating mathematical experiences for students.

**Recommended Action:**

☐ Approved

☒ **Approved Conditionally**

☐ Not 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:** University of Idaho  
**Standards(s) Reviewed:** Physical Education

**Review Dates:** April 24-28, 2004

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

A review of course syllabi, candidate-created handbooks, lesson plans, and Praxis II scores indicates that teacher candidates demonstrate in-depth understanding of the components of physical fitness and their relationship to a healthy lifestyle; appropriate rules, etiquette, instructional cues, and skills for physical fitness activities; cardiopulmonary resuscitation (CPR) and first aid; Adaptive Physical Education and how to work with special and diverse student needs; the sequencing of motor skills (K-12) and bio-mechanical principles and physiological structures and functions; anatomical, neuromuscular, and bio-mechanical principles and physiological structures and functions; and opportunities for enjoyment, challenge, self-expression, and social interaction. Furthermore, candidate-created webpage activities, work samples, and interviews with candidates and cooperating teachers provide evidence that teacher candidates demonstrate an in-depth ability to create learning experiences that make physical education meaningful to students.

Element	Unacceptable	Acceptable	Target
<b>1.1 Understanding Subject Matter</b>			<b>X</b>
<b>1.2 Making Subject Matter Meaningful</b>			<b>X</b>

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

Cooperating teacher evaluations, candidate work samples, and presentations provide evidence that candidates demonstrate an adequate ability to assess the individual physical activity, movement, and fitness levels of students and make developmentally appropriate adaptations to instruction.

Element	Unacceptable	Acceptable	Target
<b>2.1 Understanding Human Development and Learning</b>		<b>X</b>	
<b>2.2 Provide Opportunity for Development</b>		<b>X</b>	

**Standard 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 learners with diverse needs.**

Interviews with interns and their cooperating teachers, group projects, and lesson plans provide evidence that teacher candidates demonstrate an adequate ability to create opportunities that incorporate individual variations to movement and to help students gain competence and confidence.

Element	Unacceptable	Acceptable	Target
<b>3.1 Understanding of Individual Learning Needs</b>		<b>X</b>	
<b>3.2 Accommodating Individual Learning Needs</b>		<b>X</b>	

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

A review of portfolios and classroom management models and interviews with candidates provide evidence that candidates demonstrate an adequate understanding of how to help students cultivate responsible personal and social behaviors. In addition, interviews with interns and their cooperating teachers and lesson/unit plans provide evidence that teacher candidates demonstrate an adequate ability to promote positive peer relationships and appropriate motivational strategies for participation in physical activity.

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

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

Portfolios, lesson plans, and interviews with candidates and faculty provide evidence that teacher candidates demonstrate an adequate understanding of strategies to maximize activity time and success and an understanding of how to expand the curriculum through the use of community resources. Group presentations, peer evaluations, and cooperating teacher evaluations provide additional evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction to meet these goals.

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

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

Course syllabi, unit plans, and interviews with faculty indicate that teacher candidates demonstrate an adequate understanding of how to select and use a variety of developmentally appropriate assessment congruent with physical activity, movement, and fitness goals. Assessment instruments, surveys, and evaluations from cooperating teachers provide further evidence that teacher candidates demonstrate an adequate ability to use these assessment techniques (e.g., authentic, alternative, and traditional) to evaluate student performance and determine program effectiveness.

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

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

A review of course syllabi, portfolios, and lesson plans provides evidence that teacher candidates demonstrate an adequate understanding of factors that influence safety in physical activities and their settings and the supervision required. Classroom management models, interviews with interns and their cooperating teachers, and students' handbooks provide additional evidence that teacher candidates demonstrate an adequate ability to provide and monitor for a safe learning environment and inform students of the risks associated with physical activities.

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

**Recommended Action:**

**X** **Approved**  
 \_\_\_ Approved Conditionally  
 \_\_\_ Not 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:** University of Idaho  
**Standards(s) Reviewed:** Professional-Technical Foundation

**Review Dates:** April 24-28, 2004

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

Review of course syllabi, Praxis II data, a list of standards, and work samples shows that the program provides teacher candidates with an adequate understanding of the importance of engaging students in content development and the role the work-community and families play in shaping the professional-technical discipline. Candidate interviews, tracking data of candidates through Standards and Dispositions Assessment (SDA), and student teacher evaluations show that the program provides teacher candidates with an adequate ability to use materials and resources to contextualize instruction and curriculum to support instructional goals, to use learning activities that are consistent with curriculum goals and reflect principles of effective instruction to integrate student organization leadership development concepts into the curriculum, and to provide students with exposure to the work community through work-place experiences.

Element	Unacceptable	Acceptable	Target
<b>1.1 Understanding Subject Matter</b>		<b>X</b>	
<b>1.2 Making Subject Matter Meaningful</b>		<b>X</b>	

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

Candidate interviews, work samples, and candidate internship evaluations show evidence that teacher candidates demonstrate an adequate understanding of how to integrate general and professional-technical content. Based upon the above evidence, there is inconsistency across Professional-Technical program areas that candidates adequately demonstrate the ability to integrate general and professional-technical content.

Element	Unacceptable	Acceptable	Target
<b>4.1 Understanding of multiple instructional strategies</b>		<b>X</b>	
<b>4.2 Application of multiple instructional strategies</b>		<b>X</b>	

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

Work samples, candidate interviews, and course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of subject matter, students, the community, curriculum goals, and the work place. Although there is inconsistency in instructional planning across Professional-Technical program areas, a review of student teacher evaluations and course syllabi and a list of standards cross walked to curricula show evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction based upon consideration of students' needs, work place needs, and community contexts.



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

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

Candidate internship evaluations, work samples, and faculty interviews provide evidence that teacher candidates demonstrate an understanding of how to use formal and informal assessment strategies about student progress to evaluate work-readiness. Although there is inconsistency in student assessment and learning across Professional-Technical program areas, the above sources show evidence that teacher candidates have ability to use and interpret formal and informal assessment data from recent 9-12 graduates and employers to modify curriculum, instruction, and the program.

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

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

Candidate interviews, SDA, and course syllabi provide evidence that teacher candidates demonstrate a better than average ability to develop a professional development plan and evaluate educational and occupational professionalism.

Element	Unacceptable	Acceptable	Target
<b>9.1 Professional Commitment and Responsibility as Reflective Practitioners</b>		X	
<b>9.2 Developing in the Art and science of Teaching</b>		X	

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

Course syllabi, candidate interviews, and candidate portfolios provide a preponderance of evidence that teacher candidates understand how to utilize the employment community to validate occupational skills and interact effectively with colleagues and other stakeholders.

Element	Unacceptable	Acceptable	Target
<b>10.1 Interacting in with Colleagues, Parents, and Community in Partnerships</b>			X

**Standard 11: Safety– The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.**

Candidate interviews, course syllabi/catalog, and lesson plans provide evidence that teacher candidates demonstrate an adequate ability to create and manage a safe and productive learning environment.

Element	Unacceptable	Acceptable	Target
<b>11.1 Create and Manage a Safe and Productive Learning Environment.</b>		<b>X</b>	

**Standard 12: Work Application – The teacher creates and manages a safe and productive learning environment.**

Catalog, syllabi, and student interviews provide evidence that teacher candidates demonstrate adequate knowledge of how to prepare students to meet the competing demands and responsibilities of the workplace. There is inconsistency in candidates’ ability to teach personal health, work-related issues, and individual demands across Professional-Technical program areas. There is a lack of evidence that teacher candidates can demonstrate the ability to teach how to manage the competing demands of work and personal life.

Element	Unacceptable	Acceptable	Target
<b>12.1 Interacting in with Colleagues, Parents, and Community in Partnerships</b>		<b>X</b>	
<b>12.2 Competing Demands of Balancing Work and Personal Life.</b>	<b>X</b>		

**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:** University of Idaho **Review Dates:** April 24-28, 2004  
**Standards(s) Reviewed:** Agricultural Science and Technology Education

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

Review of course syllabi, a list of standards cross walked to curriculum, and work samples show that the program provides teacher candidates with an strong understanding of the importance of engaging students in content development and the role the work community and families play in shaping the professional-technical discipline. Candidate and faculty interviews, tracking data for Standards and Dispositions Assessment (SDA), and candidate teacher evaluations show that the program provides teacher candidates with an exceptional ability to use materials and resources to contextualize instruction and curriculum to support instructional goals, use learning activities that are consistent with curriculum goals and reflect principles of effective instruction, integrate student organization leadership development concepts into the curriculum, and provide students with exposure to the work community through work-place experiences.

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

**Recommended Action:**

☒ **Approved**  
☐ Approved Conditionally  
☐ Not 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:** University of Idaho  
**Standards(s) Reviewed:** Business Technology Education

**Review Dates:** April 24-28, 2004

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

Course syllabi, candidate interviews, Standards and Dispositions Assessment (SDA) tracking of standards, and a cross walk of standards to curriculum show that the program provides teacher candidates with an adequate understanding of the importance of engaging students in content development and the role the work-community and families play in shaping the professional-technical discipline. This evidence also shows that the program provides teacher candidates with an adequate ability to use materials and resources to contextualize instruction and curriculum to support instructional goals, use learning activities that are consistent with curriculum goals and reflect principles of effective instruction, and provide students with exposure to the work community through work-place experiences. The candidates show an exceptional ability to integrate student organization leadership development concepts into the curriculum.

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

**Recommended Action:**

☒ **Approved**  
☐ Approved Conditionally  
☐ Not 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:** University of Idaho  
**Standards(s) Reviewed:** Family and Consumer Sciences

**Review Dates:** April 24-28, 2004

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

Course syllabi, candidate interviews, candidate work samples, and a standards cross walk to curriculum show that the program provides teacher candidates with an adequate ability to use materials and resources to contextualize instruction and curriculum to support instructional goals, use learning activities that are consistent with curriculum goals and reflect principles of effective instruction, and provide students with exposure to the work community through work-place experiences. The above sources also show that the program provides teacher candidates with an adequate understanding of the importance of engaging students in content development and the role the work-community and families play in shaping the professional-technical discipline. The candidates show an exceptional ability to integrate student organization leadership development concepts into the curriculum

Element	Unacceptable	Acceptable	Target
<b>1.1 Understanding Subject Matter</b>		<b>X</b>	
<b>1.2 Making Subject Matter Meaningful</b>		<b>X</b>	

**Recommended action:**

☒ **Approved**  
☐ Approved Conditionally  
☐ Not 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:** University of Idaho  
**Standards(s) Reviewed:** Marketing Technology Education

**Review Dates:** April 24-28, 2004

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

Course syllabi, candidate interviews, Standards and Dispositions Assessment (SDA) tracking of standards, and a cross walk of standards to curriculum show that the program provides teacher candidates with an adequate understanding of the importance of engaging students in content development and the role the work-community and families play in shaping the professional-technical discipline. This evidence also shows that the program provides teacher candidates with an adequate ability to use materials and resources to contextualize instruction and curriculum to support instructional goals, use learning activities that are consistent with curriculum goals and reflect principles of effective instruction, and provide students with exposure to the work community through work-place experiences. The candidates show an exceptional ability to integrate student organization leadership development concepts into the curriculum

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

**Recommended action:**

☒ **Approved**  
☐ Approved Conditionally  
☐ Not 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:** University of Idaho  
**Standards(s) Reviewed:** Technology Education

**Review Dates:** April 24-28, 2004

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

Course syllabi, candidate interviews, Standards and Dispositions Assessment (SDA) tracking of standards, and a cross walk of standards to curriculum show that the program provides teacher candidates with an adequate understanding of the importance of engaging students in content development and the role the work-community and families play in shaping the professional-technical discipline. This evidence also shows that the program provides teacher candidates with a limited ability to use materials and resources to contextualize instruction and curriculum to support instructional goals, use learning activities that are consistent with curriculum goals and reflect principles of effective instruction, integrate student organization leadership development concepts into the curriculum, and provide students with exposure to the work community through work-place experiences.

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

**Recommended Action:**

☒ **Approved**  
☐ Approved Conditionally  
☐ Not 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:** University of Idaho  
**Standards(s) Reviewed:** Science Foundation

**Review Dates:** April 24-28, 2004

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

A review of the evidence from interviews with faculty in various science departments and teacher education, K–12 administration, cooperating teachers, and teacher candidates, and a review of teacher candidate work in the methods classes, Professional Seminar, and practicum secondary school teaching, candidate evaluations, and Praxis II scores indicate that candidates are well-prepared in knowledge of content, tools of inquiry, and the structure of the discipline to engage students in meaningful learning through the use of a variety of teaching strategies and laboratory/field experiences.

There is a strong partnership between the Geology and Biology Departments and the College of Education. This has been verified by the collaboration in new course development and NSF and Eisenhower Grant received.

Element	Unacceptable	Acceptable	Target
<b>1.1 Understanding Subject Matter</b>		<b>X</b>	
<b>1.2 Making Subject Matter Meaningful</b>		<b>X</b>	

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

A review of teacher candidate's work (assignments, lesson plans, unit plans, and portfolios) in the methods classes, the EDTE sequences designed for each science certification area, and candidate evaluations during practicum indicate that candidates are well-prepared to engage students in meaningful learning that supports their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
<b>2.1 Understanding Human Development and Learning</b>		<b>X</b>	
<b>2.2 Provide Opportunity for Development</b>		<b>X</b>	

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

A review of teacher candidate's work (assignments, lesson plans, unit plans and portfolios) in the methods classes, the EDTE sequences designed for each certification area, candidate evaluations during practicum, and Praxis II scores provide evidence that candidates are well-prepared to engage students in meaningful learning through the use of a variety of teaching strategies and laboratory/field experiences that promote the development of critical thinking, problem solving, and performance skills. The interviews with departmental science and teacher education faculty, K-12 administration, cooperating teachers, and teacher candidates further support the rating.



Element	Unacceptable	Acceptable	Target
<b>4.1 Understanding of multiple instructional strategies</b>		<b>X</b>	
<b>4.2 Application of multiple instructional strategies</b>		<b>X</b>	

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

A review of teacher candidate's work (assignments, lesson plans, and unit plans) in the methods classes and candidate evaluations during practicum provide evidence that candidates are well-prepared to employ a variety of communication techniques as supportive interaction in the classroom. The interviews with teacher education, K-12 administration, cooperating teachers, and teacher candidates further support the rating.

Element	Unacceptable	Acceptable	Target
<b>6.1 Communication Skills</b>		<b>X</b>	
<b>6.2 Application of Thinking and Communication Skills</b>		<b>X</b>	

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

Interviews with teacher candidates indicate that they are encouraged to seek out publications and other sources of information, such as web sites and professional organizations that will keep them current in their field. There are also course syllabi that support this strategy.

Lesson plans demonstrate their ability to obtain and use current information in their areas of expertise.

Element	Unacceptable	Acceptable	Target
<b>9.1 Professional Commitment and Responsibility as Reflective Practitioners</b>		<b>X</b>	
<b>9.2 Developing in the Art and science of Teaching</b>		<b>X</b>	

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

A review of teacher candidate's work (lesson plans and unit plans) in the science methods classes; candidate lesson plans; procedural guidelines followed within the 6-12 setting in the schools during practicum; and interviews with the faculty in content departments, cooperating teachers, and candidates indicate compliance.

Definite safety rules and regulation are promoted and discussed in every science content class having a laboratory component.

Element	Unacceptable	Acceptable	Target
<b>11.1 Creating a Safe Learning Environment</b>		<b>X</b>	

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

The review of teacher candidate's work (lesson plans and unit plans) in the science methods classes; candidate lesson plans; procedural guidelines followed within the 6-12 setting in the schools during practicum; and discussions with the faculty in content departments, cooperating teachers and candidates indicate compliance.

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

**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: University of Idaho  
Standards(s) Reviewed: Biology

Review Dates: April 24-28, 2004

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

A review of the evidence presented for admission to the teacher education program; interviews with departmental science and teacher education faculty, administration, cooperating teachers, and teacher candidates; teacher candidate work from classes; candidate evaluations; and Praxis II scores indicate that candidates are well-prepared in knowledge of content, tools of inquiry, and the structure of the discipline to engage students in meaningful learning through the use of a variety of teaching strategies and laboratory/field experiences.

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

**Recommended Action:**

☒ **Approved**  
☐ Approved Conditionally  
☐ Not Approved

**OF PROFESSIONAL SCHOOL PERSONNEL:  
TEAM FINDINGS**

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

**College/University:** University of Idaho  
**Standards(s) Reviewed:** Chemistry

**Review Dates:** April 24-28, 2004

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

A review of the evidence presented for admission to the teacher education program; interviews with faculty in teacher education, administration, cooperating teachers and teacher candidates; teacher candidate work in classes; candidate evaluations; and Praxis II scores indicate candidates are well-prepared in knowledge of content, tools of inquiry, and the structure of the discipline to engage students in meaningful learning through the use of a variety of teaching strategies and laboratory/field experiences.

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

**Recommended Action:**

☒ **Approved**  
☐ Approved Conditionally  
☐ Not 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: University of Idaho  
Standards(s) Reviewed: Earth Science

Review Dates: April 24-28, 2004

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

A review of the evidence presented for admission to the teacher education program; interviews with geology and teacher education faculty, administration, cooperating teachers, and teacher candidates; teacher candidate work in classes; candidate evaluations; and Praxis II scores indicate candidates are well-prepared in knowledge of content, tools of inquiry, and the structure of the discipline to engage students in meaningful learning through the use of a variety of teaching strategies and laboratory/field experiences.

There is a strong partnership between the Geology Department and the College of Education. This has been verified by the collaboration in new course development and NSF and Eisenhower Grant received.

Element	Unacceptable	Acceptable	Target
<b>1.1 Understanding Subject Matter</b>		<b>X</b>	
<b>1.2 Making Subject Matter Meaningful</b>		<b>X</b>	

**Recommended Action:**

**X** **Approved**  
\_\_\_ Approved Conditionally  
\_\_\_ Not 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:** University of Idaho  
**Standards(s) Reviewed:** Physical Science

**Review Dates:** April 24-28, 2004

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

A review of the evidence for admission to the teacher education program; interviews with faculty in teacher education, administration, cooperating teachers and teacher candidates; teacher candidate work in classes; candidate evaluations; and Praxis II scores indicate candidates are well-prepared in knowledge of content, tools of inquiry, and the structure of the discipline to engage students in meaningful learning through the use of a variety of teaching strategies and laboratory/field experiences.

An interview with a cooperating teacher from a spring 2004 teacher candidate indicated the candidate was well prepared in content and was committed to further growth in content and teaching by joining professional organizations and using current science magazines in the classroom situation through multiple strategies to effect learning.

Element	Unacceptable	Acceptable	Target
<b>1.1 Understanding Subject Matter</b>		<b>X</b>	
<b>1.2 Making Subject Matter Meaningful</b>		<b>X</b>	

**Recommended Action:**

☒ **Approved**  
☐ **Approved Conditionally**  
☐ **Not 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:** University of Idaho  
**Standards(s) Reviewed:** Physics

**Review Dates:** April 24-28, 2004

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

A review of the evidence for admission to the teacher education program; interviews with physics and teacher education departmental faculty, administration, cooperating teachers, and teacher candidates; teacher candidate work in classes; candidate evaluations; and Praxis II scores indicate candidates are well-prepared in knowledge of content, tools of inquiry, and the structure of the discipline to engage students in meaningful learning through the use of a variety of teaching strategies and laboratory/field experiences.

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

**Recommended Action:**

☒ **Approved**  
☐ Approved Conditionally  
☐ Not 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: University of Idaho  
Standards(s) Reviewed: Social Studies

Review Dates: April 24-28, 2004

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

Review of course syllabi, interviews with university faculty, and candidate work samples demonstrate an adequate knowledge base of social studies disciplines, including changes in nations and societies over time and the impact of cultural issues. The combination of required and elective courses appears to provide a solid knowledge base. Through unit planning and conduct in practicum opportunities, candidates demonstrate an adequate ability to create learning experiences that provide opportunities to trace and analyze chronological periods and to examine the relationships of significant historical concepts to current events.

Element	Unacceptable	Acceptable	Target
<b>1.1 Understanding Subject Matter</b>		<b>X</b>	
<b>1.2 Making Subject Matter Meaningful</b>		<b>X</b>	

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

Candidate performance in field placements, work samples, and interviews with university supervisors validate that teacher candidates demonstrate an adequate understanding of how leadership, group, and cultural influences contribute to intellectual, social, and personal development. However, the service learning opportunity suggested in ED 201 is not always available. Interviews with candidates and lesson and unit plans created by candidates indicate that candidates are not provided adequate opportunities to perform community service relevant to the social studies.

Element	Unacceptable	Acceptable	Target
<b>2.1 Understanding Human Development and Learning</b>		<b>X</b>	
<b>2.2 Provide Opportunity for Development</b>	<b>X</b>		

**Areas for Improvement:**

#1 There is insufficient evidence that candidates are provided adequate opportunities to perform community service relevant to social studies.

**Recommended Action:**

☒ **Approved**  
☐ Approved Conditionally  
☐ Not 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: University of Idaho

Review Dates: April 24-28, 2004

Standards(s) Reviewed: Geography

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

Because there are few candidates in geography (three) and none were found to interview, this examination is based upon two sources of evidence: interviews with faculty members and a review of course syllabi. Nonetheless, a candidate taking the required and elective courses in geography would acquire an adequate understanding of the essential principles of geography, including physical and cultural geography and new technologies of the discipline. It is not possible to determine whether or not candidates demonstrate competence in methods for teaching geography because of the unavailability of candidates to interview and the lack of candidate work samples to evaluate.

Element	Unacceptable	Acceptable	Target
<b>1.1 Understanding Subject Matter</b>		<b>X</b>	
<b>1.2 Making Subject Matter Meaningful</b>	<b>X</b>		

**Areas for Improvement:**

#1 There is insufficient evidence that candidates create opportunities for students to apply principles of geography. Due to lack of candidates or work samples, there is insufficient evidence that candidates make subject matter meaningful.

**Recommended Action:**

☐ Approved

☒ **Approved Conditionally**

☐ Not 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:** University of Idaho  
**Standards(s) Reviewed:** Government and Civics

**Review Dates:** April 24-28, 2004

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

Because there are few candidates in government and civics (five) and none were found to interview, this examination is based upon two sources of evidence: interviews with faculty members and a review of the course syllabi. Nonetheless, a candidate taking the required and elective courses in government and civics would acquire an adequate understanding of government and civics, including such key principles as the foundations of the United States political system, the responsibilities and limitations of the three branches of government, and the roles of international relations and of foreign policy in the American political system. It is not possible to determine whether candidates demonstrate competence in methods for teaching government and civics because of the unavailability of candidates to interview and the lack of candidate work samples to evaluate. Neither of the two candidates who took the Praxis II examination passed it.

Element	Unacceptable	Acceptable	Target
<b>1.1 Understanding Subject Matter</b>		<b>X</b>	
<b>1.2 Making Subject Matter Meaningful</b>	<b>X</b>		

**Areas for Improvement:**

#1 There is insufficient evidence that candidates create opportunities for students to apply principles of the United States political system. Due to lack of candidates or work samples, there is insufficient evidence that candidates make subject matter meaningful.

**Recommended Action:**

☐ Approved  
☒ **Approved Conditionally**  
☐ Not 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: University of Idaho  
Standards(s) Reviewed: History

Review Dates: April 24-28, 2004

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

Teacher candidates demonstrate an adequate understanding of the political, social, cultural, and economic history of the U.S. and how the history of the U.S. is connected to a larger world context. Interviews with cooperating teachers reveal that candidates appear adequately prepared in historical content through their university coursework. Candidate work samples (lesson plans), observations of candidates in practicum experience, and interviews with university supervisors provide evidence that candidates are able to create learning experiences that incorporate contemporary history into the curriculum and convey the relevance and significance of history.

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

**Recommended Action:**

☒ **Approved**  
☐ Approved Conditionally  
☐ Not 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:** University of Idaho  
**Standards(s) Reviewed:** Psychology NCSS Standards

**Review Dates:** April 24-28, 2004

**NCSS Teacher Standard for Psychology: Teachers who are licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.**

Because there were few candidates in psychology education and none were found to interview, this report is based on interviews with faculty members and a review of course syllabi. Efforts were made to contact candidates at organized interview sessions and course visits and by phone. There is Praxis II data that indicates a 100% pass rate with an *n* of 1. It would appear that candidates taking the required courses in psychology would acquire an adequate understanding of human thinking, learning, memory, development, personality, and behavior. However, it is not possible to determine whether candidates are able to provide developmentally appropriate experiences or provide learners with opportunities to comprehend and apply psychological content.

Element	Unacceptable	Acceptable	Target
NCSS Psychology: Learning and Teaching		X	
NCSS Psychology: Application	X		

**Areas for Improvement:**

#1 There is insufficient evidence that candidates assist, guide, and enable students to comprehend and apply principles of development and behavior. Due to lack of candidates or work samples, there is insufficient evidence that candidates make subject matter meaningful.

**Recommended Action:**

☐ Approved  
☒ **Approved Conditionally**  
☐ Not 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:** University of Idaho  
**Standards(s) Reviewed:** Special Education Foundation

**Review Dates:** April 24-28, 2004

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

Program documents (catalog, syllabi, and course/standards matrix), candidate products (philosophy statements, and lesson plans), candidate assessments (ICLA, Praxis II), and candidate interviews verify candidate knowledge of subject matter and theories and models in special education practice. Candidate products (lesson and unit plans, and portfolios with case studies and family involvement activities), candidate interviews, and interviews with mentor teachers and principals suggest candidates are able to apply theories and models in special education practice.

Element	Unacceptable	Acceptable	Target
<b>1.1 Understanding Subject Matter</b>		<b>X</b>	
<b>1.2 Making Subject Matter Meaningful</b>		<b>X</b>	

**Standard 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 learners with diverse needs.**

Program documents (catalog, syllabi, and course/standards matrix), candidate products (portfolios), candidate assessments (Praxis II Exceptional Students: Core), and candidate interviews verify candidate knowledge of how to locate information about low incidence disabilities and special health care needs. Candidate products (lesson and unit plans, portfolios, with behavior change plans), candidate interviews, and interviews with mentor teachers, principals, and employers verify candidate skill in individualizing expectations and providing supports for students' personal and social behavior.

Element	Unacceptable	Acceptable	Target
<b>3.1 Understanding of Individual Learning Needs</b>		<b>X</b>	
<b>3.2 Accommodating Individual Learning Needs</b>		<b>X</b>	

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

Program documents (catalog, syllabi, and course/standards matrix), candidate products (portfolios), candidate assessments (Praxis II Exceptional Students: Core), and candidate interviews verify candidate knowledge of social/behavioral skills and intervention. Sources of evidence include candidate products (social stories and portfolios with behavior change plans); candidate interviews; and interviews with mentor teachers, principals, and employers. All evidence verifies skill in integrating social skills development and positive behavioral interventions into the classroom.

Element	Unacceptable	Acceptable	Target
<b>4.1 Understanding of multiple instructional strategies</b>		X	
<b>4.2 Application of multiple instructional strategies</b>		X	

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

Program documents (catalog, syllabi, and course/standards matrix), candidate products (portfolios), candidate assessments (Praxis II Exceptional Students: Core), and candidate interviews verify candidate knowledge of applied behavioral analysis and regulatory and ethical considerations in their use. Candidate products (portfolios with behavior change plans), candidate interviews, and interviews with mentor teachers and principals verify skill in conducting functional behavior assessments and developing positive behavior supports based on assessment.

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

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

Program documents (catalog, syllabi, and course/standards matrix), candidate products (portfolios), candidate assessments (Praxis II Exceptional Students: Core), and candidate interviews verify candidate knowledge of strategies for facilitating communication with students with disabilities. Candidate products (social stories and lesson plans); candidate interviews; and interviews with mentor teachers, principals, and employers verify skill in creating learning experiences that promote thinking and communication skills.

Element	Unacceptable	Acceptable	Target
<b>6.1 Communication Skills</b>		X	
<b>6.2 Application of Thinking and Communication Skills</b>		X	

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

Program documents (catalog, syllabi, and course/standards matrix), candidate products (portfolios), candidate assessments (Praxis II Exceptional Students: Core), and candidate interviews verify candidate knowledge of curricula and instruction practices and instruction in self-advocacy and life skills. Faculty and candidate interviews provide limited evidence suggesting candidates possess skills to conduct task analysis.

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

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

Program documents (catalog, syllabi, and course/standards matrix), candidate products (portfolios), candidate assessments (Praxis II Exceptional Students: Core), and candidate interviews verify candidate knowledge of instruments and procedures used to assess students for screening, pre-referral, and referral to special education, as well as legal provisions and ethical concerns regarding assessment. Candidate products (assessment portfolios and case studies); candidate interviews; and interviews with mentor teachers, principals, and employers verify candidate skill in using assessment in making instructional decisions and planning individual programs, including those from culturally or linguistically diverse backgrounds.

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

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

Program documents (catalog, syllabi, and course/standards matrix), candidate products (portfolios with IEPs), candidate assessments (Praxis II Exceptional Students: Core), and candidate interviews verify candidate knowledge of roles of students with disabilities, parents, and school and community personnel in planning individualized programs.

Element	Unacceptable	Acceptable	Target
<b>10.1 Interacting in with Colleagues, Parents, and Community in Partnerships</b>		X	

**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:** University of Idaho  
**Standards(s) Reviewed:** Special Education- Generalist

**Review Dates:** April 24-28, 2004

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

Program documents (catalog, syllabi, and course/standards matrix), candidate products (lesson plans and portfolios with IEPs); candidate assessments (ICLA and Praxis II); candidate interviews; and interviews of mentor teachers, principals, and employers verify candidate knowledge of English language arts, mathematics, and skills necessary for academic success. Candidate interviews and interviews with mentor teachers and principals verify that candidates make the subject matter meaningful.

Element	Unacceptable	Acceptable	Target
<b>1.1 Understanding Subject Matter</b>		<b>X</b>	
<b>1.2 Making Subject Matter Meaningful</b>		<b>X</b>	

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

Program documents (catalog, syllabi, course/standards matrix), candidate products (lesson plans, notebooks of strategies for working with speech/language delays), candidate assessments (Idaho Comprehensive Literacy Assessment and Praxis II), and candidate interviews verify candidate knowledge; show how such factors influence instructional decisions; and show evidence that students learn to read, write, and speak and. Candidate products (lesson and unit plans and portfolios with case studies), candidate interviews, and interviews with mentor teachers and principals suggest candidates use research-supported instructional strategies to foster student learning.

Element	Unacceptable	Acceptable	Target
<b>2.1 Understanding Human Development and Learning</b>		<b>X</b>	
<b>2.2 Provide Opportunity for Development</b>		<b>X</b>	

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

Candidate products (lesson plans with reflections, case studies, and portfolios with IEPs and behavioral change plans); candidate interviews; and interviews with mentor teachers, principals, and employers verify candidate skill in designing and implementing instructional programs for students with disabilities in classroom settings. Candidate products (portfolios and lesson plans), candidate interviews, and interviews with principals verify candidate skill in applying multiple instructional strategies in their teaching.



Element	Unacceptable	Acceptable	Target
<b>4.1 Understanding of multiple instructional strategies</b>		X	
<b>4.2 Application of multiple instructional strategies</b>		X	

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

Program documents (catalog, syllabi, and course/standards matrix), candidate products (portfolios), candidate assessments (Praxis II), and candidate interviews verify candidate knowledge of theories of behavior problems concerning students with disabilities. Candidate products (portfolios with behavior change plans); candidate interviews; and interviews with mentor teachers, principals, and employers verify candidate skill in developing and implementing systematic behavior management plans.

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

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

Program documents (catalog, syllabi, and course/standards matrix), candidate products (portfolios), candidate interviews, and interviews with mentor teachers and principals suggests candidates design and implement programs that address independent living skills, vocational skills, and career education. Candidate products (portfolios and lesson plans) and interviews with mentor teachers verify candidate skill in instructional planning skills.

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

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

Candidate products (IEPs, lesson plans with reflections, assessment portfolios, case studies, and behavior change plans); candidate interviews; and interviews with mentor teachers, principals, and employers verify candidate skill in using assessment to make instructional decisions and planning individual programs, including those from culturally or linguistically diverse backgrounds. Candidate products (portfolios and evaluation plans) and interviews with mentor teachers verify candidates have the skills to interpret program and student assessment data.

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

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

Program documents (catalog, syllabi, and course/standards matrix); candidate products (IEPs); candidate assessments (Praxis II Exceptional Students: Core); candidate interviews; and interviews of mentor teachers, principals, and employers verify candidate knowledge of roles of students with disabilities, parents, and school and community personnel in planning individualized programs.

Element	Unacceptable	Acceptable	Target
<b>10.1 Interacting in with Colleagues, Parents, and Community in Partnerships</b>		<b>X</b>	

**Recommended Action:**

**X** **Approved**  
 \_\_\_ Approved Conditionally  
 \_\_\_ Not 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: University of Idaho  
Standards(s) Reviewed: Visual-Performing Arts Foundation

Review Dates: April 24-28, 2004

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

Curricula, Praxis II scores, and interviews with public school contacts indicate that candidates understand the foundational knowledge in their disciplines and find creative ways to engage their students. Candidates demonstrate a depth of understanding in numerous media and performance techniques.

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

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

Candidate portfolios, interviews with public school evaluators (principal and cooperating teacher) and graduated candidates, and consultation with current students in the pre-practicum courses provide adequate evidence that candidates understand the rationales and methods for successful classroom motivation and management.

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	

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

Syllabi, candidate portfolios, and interviews with public school partners indicate that candidates understand instructional planning at a detailed level. Several of the documents demonstrate incorporation of state standards and district emphases. Observation in a partner school supports the institution's claim that its candidates effectively plan for the diverse needs of the students they teach.

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

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

Course syllabi, candidate portfolios, and interviews with both practicum students and pre-practicum students indicate that candidates understand a range of assessment strategies and discriminate among these methods depending upon the purposes that must be addressed. Candidates seem to learn most of their interpreting of formal assessments at the practicum site, but the university curriculum is progressing in its attempt to address this issue.

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

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

Candidate portfolios, candidate interviews, and course syllabi provide evidence that candidates integrate reflective practice into their pedagogical goals and philosophies. Furthermore, students respond knowledgeably and enthusiastically regarding professional organizations and publications. Candidates model this professionalism for their students as well.

Element	Unacceptable	Acceptable	Target
<b>9.1 Professional Commitment and Responsibility as Reflective Practitioners</b>		X	
<b>9.2 Developing in the Art and science of Teaching</b>		X	

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

Interviews with public school partners (principal and cooperating teacher), group discussions with candidates, and a review of candidate portfolios provide evidence that candidates understand the importance of partnerships with colleagues, parents, and the community-at-large. Candidates develop this criterion consistently throughout their preparation at the university, long before they work in a practicum. Candidates are also encouraged to obtain competitive grants as undergraduates.

Element	Unacceptable	Acceptable	Target
<b>10.1 Interacting in with Colleagues, Parents, and Community in Partnerships</b>		X	

**Principle 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.**

A safe learning environment in the visual/performing arts concerns both physical and psychological safety. Candidates are taught specifically in studio courses about hazardous aspects of studio and performing arts and then learn more specific details during the practicum. Performance and studio participation emphasize the safe experience of the arts for all students, regardless of their experience and talent.

Element	Unacceptable	Acceptable	Target
11.1 Safe Learning Environment		X	

**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: University of Idaho  
Standards(s) Reviewed: Drama

Review Dates: April 24-28, 2004

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

Review of curricula and student portfolios and interviews with students and the department chair indicate that candidates demonstrate an adequate understanding of theater history and production and are able to present the material meaningfully to students. Candidates evinced skills in adapting for cultural diversity, although several students expressed concern that adapting for special needs received cursory treatment.

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

**Recommended Action:**

☒ **Approved**  
☐ Approved Conditionally  
☐ Not 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:** University of Idaho  
**Standards(s) Reviewed:** Music

**Review Dates:** April 24-28, 2004

Candidates for certification as music educators complete a program as defined in the University of Idaho Catalog as a Bachelors of Arts Degree in Music Education. This program is accredited by the National Alliance of Schools of Music (NASM). Evidence in its letter of June 27, 2002 indicates that this accreditation is current and in effect until the next accreditation visit by NASM, scheduled for the 2011-2012 academic year. 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 Music Education program based on the above-mentioned accreditation as documented.

**Recommended Action:**

- ☒ **Approved**  
☐ Approved Conditionally  
☐ Not 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: University of Idaho  
Standards(s) Reviewed: Visual Arts

Review Dates: April 24-28, 2004

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

Syllabi, Praxis II scores, and interviews with the department chair/methods instructor provide adequate evidence of candidates' understanding of both art history and art pedagogy. Moreover, the instructor's philosophy of "no limits" inspires candidates' confidence to empower their own students within the four foci of aesthetics, production, disciplinary context, and diversity. Candidates are also comfortable working within the varied ranges of experience that art students manifest.

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

**Recommended Action:**

☒ **Approved**  
☐ Approved Conditionally  
☐ Not 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: University of Idaho  
Standards(s) Reviewed: Speech/Drama

Review Dates: April 24-28, 2004

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

Insufficient evidence exists to evaluate this enhancement standard because there have been no candidates who have successfully completed this program over the past five years.

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

**Areas for Improvement:**

#1 There is insufficient evidence to evaluate this enhancement standard because there have been no candidates who have successfully completed this program over the past five years.

**Recommended Action:**

☐ Approved  
☒ **Approved Conditionally**  
☐ Not 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:** University of Idaho  
**Standards(s) Reviewed:** School Administrator (Principals)

**Review Dates:** April 24-28, 2004

**Standard 1: Visionary and Strategic Leadership - A school administrator is an educational leader who promotes the success of all students and staff by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.**

Candidate work samples, portfolios, and interviews with school-based supervisors provide evidence that candidates have promoted the success of students and staff in a variety of different ways and settings. In most instances, the candidates were not in a position to facilitate the development, articulation, implementation, nor stewardship of a vision of learning that would be shared and supported by all stakeholders.

Element	Unacceptable	Acceptable	Target
<b>1: Visionary and Strategic Leadership</b>		<b>X</b>	

**Standard 2: Instructional Leadership - The school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Practicum experiences, as presented through portfolios and candidate and supervisor interviews, provide sufficient evidence that the candidate understands the standard and promotes the success of all students but is in a supporting role under the school administration and must follow the administration's direction regarding school culture as it relates to student learning and staff professional growth.

Element	Unacceptable	Acceptable	Target
<b>2: Instructional Leadership</b>		<b>X</b>	

**Standard 3: Management and Organizational Leadership - A school administrator is an educational leader who promotes a safe, efficient, and effective learning environment, and manages the organization, operations, and resources for the success of all students.**

Interviews, portfolios, and task forms provide sufficient evidence that candidates understand the standard and promote a safe, efficient, and effective learning environment within the scope of their responsibility, but the limited role of the majority of the candidates does not provide them with the opportunity to engage in the management of the organization and its operations and resources to further the success of all students.

Element	Unacceptable	Acceptable	Target
<b>3: Management and Organizational Leadership</b>		<b>X</b>	

**Standard 4: Family and Community Partnerships - A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Instructor feedback, school-based supervisors, and candidate interviews provide sufficient evidence that the candidates understand the standard and collaborate in limited ways with families and community members to

promote the success of all students, but their role generally isn't one where they have the opportunity and responsibility to respond directly to diverse community interests and needs to the point of mobilizing community resources to promote the success of all students.

Element	Unacceptable	Acceptable	Target
<b>4: Family and Community Partnerships</b>		<b>X</b>	

**Standard 5: Professional and Ethical Leadership - The school administrator is a professional, who demonstrates personal and professional values, ethics, and integrity.**

Instructors, advisors, and supervisors provide sufficient evidence that candidates understand the standard and demonstrate throughout their practicum personal and professional values, ethics, and integrity.

Element	Unacceptable	Acceptable	Target
<b>5: Professional and Ethical Leadership</b>		<b>X</b>	

**Standard 6: Governance and Legal Leadership - A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

Interviews and portfolios provide sufficient evidence that candidates understand the standard and some have participated in limited ways to influence the larger political, social, economic, legal, and cultural context of success for all students. However, most have not been provided the position or status commensurate with being able to become involved in understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context to promote success for all students.

Element	Unacceptable	Acceptable	Target
<b>6: Governance and Legal Leadership</b>		<b>X</b>	

**Recommended Action:**

☒ **Approved**  
☐ Approved Conditionally  
☐ Not 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: University of Idaho  
Standards(s) Reviewed: School Superintendents

Review Dates: April 24-28, 2004

**Standard 1: Superintendent Leadership - The superintendent is the catalyst for an effective school community; demonstrates an enhanced knowledge, thorough understanding, and performance within all six standards listed in the Idaho Foundation Standards for School Administrators; and is prepared to lead a school system with increasing organizational complexity.**

Portfolios and candidate interviews provide sufficient evidence that candidates generally are practicing school administrators who are mentored by superintendents or other district office personnel. Candidates are provided opportunities within the district to demonstrate through performance activities and opportunities an enhanced knowledge and thorough understanding of the six foundational standards for school administrators, so that they appear prepared to lead a school system with greater organizational complexity than their current assignment.

Element	Unacceptable	Acceptable	Target
1: Superintendent Leadership		X	

**Recommended Action:**

☒ **Approved**  
☐ Approved Conditionally  
☐ Not 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: University of Idaho  
Standards(s) Reviewed: Special Education Directors

Review Dates: April 24-28, 2004

**Standard 1: Visionary and Strategic Leadership- Visionary and Strategic Leadership - A school administrator is an educational leader who promotes the success of all students and staff by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.**

Syllabi, course descriptions, and instructor interviews provide evidence that candidates promote the success of students and staff in a variety of different ways and settings. In most instances the candidates are not in a position to facilitate the development, articulation, implementation, or stewardship of a vision of learning that would be shared and supported by all stakeholders.

Element	Unacceptable	Acceptable	Target
<b>1: Visionary and Strategic Leadership</b>		<b>X</b>	

**Standard 2: Instructional Leadership - The school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Syllabi, course descriptions, and instructor interviews provide sufficient evidence that the candidates understand the standard and promote the success of all students, but, in a supporting role under the school administration, candidates follow the administration's direction regarding school culture as it relates to student learning and staff professional growth.

Element	Unacceptable	Acceptable	Target
<b>2: Instructional Leadership</b>		<b>X</b>	

**Standard 3: Management and Organizational Leadership - A school administrator is an educational leader who promotes a safe, efficient, and effective learning environment, and manages the organization, operations, and resources for the success of all students.**

Interviews, portfolios, and task forms provide sufficient evidence that candidates understand the standard and promote a safe, efficient, and effective learning environment within the scope of their responsibility; but the limited role of candidates does not provide them with the opportunity to engage in the management of the organization and its operations and resources to further the success of all students.

Element	Unacceptable	Acceptable	Target
<b>3: Management and Organizational Leadership</b>		<b>X</b>	

**Recommended Action:**

☒ **Approved**  
☐ Approved Conditionally  
☐ Not 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: University of Idaho  
Standards(s) Reviewed: School Psychologists

Review Dates: April 24-28, 2004

**Standard 1: Assessment, Data-Based Decision Making, and Accountability - The school psychologist understands varied models and methods of assessment that yield information useful in understanding problems, identifying strengths and needs, and measuring progress and accomplishments of students.**

Syllabi, portfolios, candidate interviews, and mentor school psychologists provide ample evidence that candidates understand and use varied models and methods of assessment in useful ways to understand problems, identify strengths and needs, and measure the progress and accomplishments of students.

Element	Unacceptable	Acceptable	Target
<b>1: Assessment, Data-Based Decision Making, and Accountability</b>		<b>X</b>	

**Standard 2: Consultation and Collaboration - The school psychologist understands effective behavioral, mental health, collaborative, and/or other consultation approaches to promote the learning and success of students.**

Portfolios, candidate, mentor, and instructor interviews provide ample evidence that candidates engage in numerous consultative and collaborative activities to promote the learning and success of students based on an understanding of effective behavioral and mental health approaches.

Element	Unacceptable	Acceptable	Target
<b>2: Consultation and Collaboration</b>		<b>X</b>	

**Standard 3: Effective Instruction and Development of Cognitive and Academic Skills - The school psychologist understands learning theories and cognitive strategies and their application to the development of effective instructional strategies to promote student learning.**

Portfolios, candidate, and mentor interviews provide ample evidence that candidates apply learning theories and cognitive strategies in the development of effective instructional strategies that promote student learning.

Element	Unacceptable	Acceptable	Target
<b>3: Effective Instruction and Development of Cognitive and Academic Skills</b>		<b>X</b>	

**Standard 4: Socialization and Development of Life Skills - The school psychologist understands human developmental processes; direct and indirect services, including consultation and behavioral assessment and intervention; and counseling applicable to the development of behavioral, affective, adaptive, and social skills.**

Candidate, mentor, and instructor interviews provide evidence that most candidates participate in the provided “blended” degree of counseling and school psychologist that enhances their participation in counseling students in the development of behavioral, affective, adaptive, and social skills. An understanding of the human development

process supports this counseling. Candidates provide direct and indirect services, including consultation, behavioral assessments, interventions, and intervention strategies.

Element	Unacceptable	Acceptable	Target
<b>4: Socialization and Development of Life Skills</b>		X	

**Standard 5: School Psychology Practice and Professional Development - The school psychologist understands the history and foundations of the profession; various service models and methods; public policy development applicable to services for students and their families; and ethical, professional, and legal standards.**

Syllabi, portfolios, course descriptions, and interviews provide sufficient evidence that candidates understand the history and foundations of the profession; the various service models and methods; the ethical, professional and legal standards; and public policy development that is applicable to services that are and will be provided for students and their families.

Element	Unacceptable	Acceptable	Target
<b>5: School Psychology Practice and Professional Development</b>		X	

**Standard 6: Student Diversity in Development and Learning - The school psychologist understands individual differences and abilities, and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.**

Candidate and mentor interviews and portfolio material provide ample evidence that candidates are able to use their understanding of individual differences and abilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors of student development and learning.

Element	Unacceptable	Acceptable	Target
<b>6: Student Diversity in Development and Learning</b>		X	

**Standard 7: Information and Instructional Technology - The school psychologist understands information sources, instructional resources, and technology relevant to professional practice and services for students.**

Portfolios, candidate interviews, and intervention plans provide sufficient evidence that candidates use information sources, instructional resources, and technology relevant to professional practice in providing services to students.

Element	Unacceptable	Acceptable	Target
<b>7: Information and Instructional Technology</b>		X	

**Standard 8: School and Systems Organization, Policy Development, and Climate - The school psychologist understands schools and other settings as systems.**

Practicums and internships provide ample opportunities for candidates to participate in activities and experiences to obtain a complete grounding in understanding schools and other settings as systems.

Element	Unacceptable	Acceptable	Target
<b>8: School and Systems Organization, Policy Development, and Climate</b>		X	

**Standard 9: Prevention, Crisis Intervention, and Mental Health - The school psychologist understands human development and psychopathology and the associated biological, cultural, and social influences on human behavior.**

Candidate and mentor interviews and portfolio material provide ample evidence that candidates experience prevention, crisis intervention, and mental health challenges that require them to use their understanding of human development; psychopathology; and the associated biological, cultural, and social influences on human behavior.

Element	Unacceptable	Acceptable	Target
<b>9: Prevention, Crisis Intervention, and Mental Health</b>		X	

**Standard 10: Home/School/Community Collaboration - The school psychologist understands how to work effectively with students, their families, educators, and others in the community to promote and provide comprehensive educational services.**

Mentor, instructor, and candidate interviews provide sufficient evidence that during their internships candidates work effectively with students, their families, educators, and others in the community to promote and provide comprehensive educational services.

Element	Unacceptable	Acceptable	Target
<b>10: Home/School/Community Collaboration</b>		X	

**Standard 11: Research and Program Evaluation - The school psychologist understands research, statistics, and evaluation methods.**

These standards are derived from NASP's domains for Training and Field Placement Programs. The program for school psychologist preparation submitted for a review by NASP was turned down for a number of reasons. After consultation with NASP reviewers, a rejoinder was submitted. The rejoinder has been reviewed by the state team, and it has been ascertained that, as near as possible, the concerns of the NASP review have been addressed, except related to the depth and practice of research, statistics, and evaluation methods. The solution proposed by the program is to drop the current research course from the program, which relies more on philosophical differences and foundations of various research methods, and add a course that involves candidates in greater application of research, statistics, and evaluation methods. The rejoinder was submitted in March 2004 and a response is expected in June 2004 regarding their program approval and the approval of the submitted change. As such, the program does not currently provide candidates with sufficient understanding of research, statistics, and evaluation methods.

Element	Unacceptable	Acceptable	Target
<b>11: Research and Program Evaluation</b>	X		

#### Areas for Improvement:

#11 The University of Idaho Catalog declares the program is accredited by NASP, which is not currently accurate. The standards for state accreditation are NASP's standards (domains) for Training and Field Placement Programs. While most of the deficiencies enumerated in the NASP review appear to have been corrected, the requirement for greater depth in research cannot be implemented until fall of 2004. It is recommended by the state team that the program be fully approved upon meeting NASP approval, which would include bringing the research portion of the program into compliance.

#### Recommended Action:

☐ Approved  
☒ **Approved Conditionally**  
☐ Not 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:** University of Idaho  
**Standards(s) Reviewed:** School Counselor

**Review Dates:** April 24-28, 2004

Candidates for certification as school counselors can complete a program as defined in the University of Idaho Catalog as Master of Science in School Counseling, as Master of Education in School Counseling or as Education Specialist in Counseling-Human Services. These programs have 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 its School Counselor program based on the above-mentioned accreditation.

**Recommended Action:**

☒ **Approved**  
☐ Approved Conditionally  
☐ Not Approved

## University of Idaho State On-Site Interview Index

### Advisory Council

Don Barlow  
Nancy Reberger

### Administrative Staff

Jocene Burnham  
Linda Dial  
Patty Gibson

Rachel Gleason  
Nancy Morrison  
Andreen Neukranz-Butler

Jody Sharp

### Candidates - Undergraduate, Graduate & Doctoral

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Keith Anderson  
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Carrie Arensmeyer  
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Heidi Brooneke  
Brandi Brumley  
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W. Randy Cambell  
Tina Carlson  
Dean Cameron  
Bill Carpenter  
Meg Chen  
Kerry Clemons  
Corey Comstock  
Nick Cournage  
Elena de la Concepcion  
Bryan Cron

Pete Crowley  
Shylo Crow  
Susan Cunningham  
Rikky Curtis  
Mandy Daniel  
Alexa Davis  
Judith Davis  
Todd Davis  
Janice Davidson  
Brian Davis Lee Davis  
Breanna Day  
Andrea Desaulnieus  
Jessica Desert  
E. Katie Delderfield  
Ashley Easley  
Scott Edinborough  
Casey Emerson  
Anne Ernest-Ritter  
Corrina Gnodes-Mofidi  
Breanna Feely  
Fallor Feely  
Deborah Fike  
Amanda Findlay  
Dan Fritz  
Allison Fruman  
Maria G. Garcia  
Cyndy Garner  
Yenni Garza  
Boyle Gerbark  
Tandra Geske  
Samuel L. Goff  
Dina Goicoechea  
Paige Goodson  
Jonelle Guillan  
Ashley Henderson  
Sean Hammond  
Kerry Harris  
Judy Harwood

Norman Hausken  
Colby Hawkinson  
Rodney Head  
Melisse Henderson  
Adrienne Hendrixson  
Bryan Herron  
Leah Hess  
Katie Hill Sara Hill  
Lizz Higdon  
Chrysa Hise  
Kristine Hogg  
Kennon Hollister  
Jessica Holloway  
Nancy Holt  
Carolyn Hondo  
Joe Horning  
Lindsay Hutson  
Tatum Howell  
Chensa Jackson  
Chris Jarstad  
Jenica Jett  
Gayle Jones  
Kelley Jones  
Mattie Jorgenson  
Rich Kerns  
Rikki King  
Cassie Kilgore  
Connor Kennedy  
Lindsay Kincaid  
Charles Kleinberg  
Ashlee Kolar  
Anna Kolash  
Teagen Kroon  
Elizabeth Ledington  
Miren Lejardi  
Christine Lewis  
Faith Lundquist  
Jena Lippincott

Sara Londos  
Stephanie Love  
Samuel Lopez  
Barbara Lycan  
Holly Maloy  
Gayle Mangis  
Tasha Marcum  
Danica McDonald  
Monica McGurkin  
Rebecca McNeil  
Jeff Mercer  
Nate Meyer  
Kathy McGrath  
Valari Miller  
Jeremy Munroe  
April Monthey  
Aubrey Mundell  
Alisha Murdoch  
Jackie Munger  
Elizabeth Nau  
Andy Neneth  
Barb Netz-Lycan  
Melody Nielson  
Heather Omas  
Jeff O'Brien  
Jennifer O'Brien  
Jake Osborn  
Brian O'Rourke  
Erin Ogden  
John Ophus  
Shanna Paul  
Dana Perlman

Brandy Peery  
Alisa Phelps  
Amanda Pickerell  
J. D. Poulos  
Rachel Pyron  
Lori Ravet  
Jason Reese  
Brenda Rehder  
Miranda Reser  
Eric Rimel  
Kevin Roach  
Jeni Rose  
Don Ross  
Travis Ruff  
Daw Rutlo  
Krista Rychetnik  
Marissa Ryland  
Cheryl Sanders  
Tim Sandford  
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Inego Serna  
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Mike Snyder  
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Jennifer Sorenson  
Braunwyn Spores  
Shawn Stanford  
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Amber Steele  
Ryan Stevens  
Tracy Storey  
Matt Street  
Katie Strittmatter  
Melissa Swarner  
Garren Taylor  
John Thill  
Bridget Thomas  
Anna Thompson  
Karen Toerne  
Dani Thompson  
Heather Thoecke  
Dana Van Der Giessen  
Diana Vania  
Christina Van Ry  
Susan Walker  
Terri Walters  
Brandi Wassmuth  
Linda Watson  
Stroman Watford  
Susan Weaver  
Joe West  
Rebecca Wilkins-Pepiton  
Janelle Wise  
Andrea Wu Anna Wilson  
Dave Wymond  
Allison Young  
Desiree Young  
Nathan Zody

## **Cooperative Teachers**

### ***Boise***

Chris Housel  
Scott Johnstone  
Randy Yadon

### ***Coeur d'Alene***

Steve Casey  
Tona Koch  
Debbie Long

Brenda Woodward  
Doug Porter

### ***Moscow***

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Donald H. Anderson  
Deborah Bell  
Cindy Bechinski  
Sharon Beidler

Robert Celebrezze  
Betsy Goodman  
Merle Jaques  
Renee McNally  
Gundars Rudzitis  
Glenn A. Segota  
Melanie Siebe  
Barbara Stewart  
Larry Verdal

## **Faculty**

### ***Boise***

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Russ Joki  
Carolyn Keeler  
Pattie Kyle  
Bill Montgomery  
Roger Reynoldson  
Marty Yopp

### ***Coeur d'Alene***

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Carol Conkell  
Hal Godwin  
Cyndi Hammond  
Cherie Major  
Frank Powers  
Ann Smart  
Tom Trotter

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Kenton Bird

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Kathy Browder  
George Canney  
Jim Cassetto  
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Dennis Dolny  
Jen Ealser  
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Grace Goc Karp  
Scott Graves  
Vickie Green  
Jim Gregson  
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Mickey Gunter  
Colby Hawkinson  
Laura Holyoke  
Terry Jentsch  
Harley Johansen  
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Allen Kitchel  
Dan Kmitta  
David Lee-Painter

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Sally Machlis  
Cindy Marble  
Jerry McMurty  
Pat McCarroll  
Sondra McCollister  
Jared Merrick  
Elinor Michel  
James Nun]  
Mike Odell  
Jennifer Olson  
Mel Pedras  
Mary Pickard  
Cynthia Piez  
Rich Reardon  
Jim Reece  
Beth Reynolds  
Lou Riesenber  
Mike Rosgen  
Jessica Sharrard  
Linda Silva  
Sharon Stoll  
Jerry Tuchscherer  
Joan West  
Marianne Woods

## **Trio Programs**

Kris Attao  
Jim Beisel  
Yolanda Bisbee  
Dan Brock

Judy Bidlake  
Scott Clyde  
Sandra Crooks  
Meredyth Goodwin

Lisa Guzman  
Sarah Penney  
Teresa Picard  
Vicki Trier

## **University Supervisors**

### ***Boise***

Gary Alexander  
Julie Dillehay  
Charles Gagel  
Mary Gardiner  
Russ Joki  
Don Jeanroy  
Carolyn Keeler  
Patti Kyle  
Bill Montgomery  
Butch Wolf  
Marty Yopp

### ***Coeur d'Alene***

Carol Christie  
Carrol Conkell  
Judy Drake  
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Cyndie Hammond  
Cherie Major  
Frank Powers  
Tom Trotter

### ***Moscow***

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Linda Dial  
Vickie Green  
Terry Jentsch  
Rachel Gleason  
Grace GocKarp  
Cindy Marble  
Mel Pedras  
Linda Silva

## **University Administrators**

Brian Pitcher – Provost  
Jeanne Christiansen – Dean –  
College of Education  
Jack Dawson – Dean –  
Coeur d’Alene Site  
Laura Hubbard – Interim Vice-  
President – Finance &  
Administration  
Wayland Winstead – Executive  
Director of Institutional  
Planning & Budget  
Ron Force - Library  
Glenn Wilde – Information  
Technology  
Kathy Aiken – Acting Associate  
Dean of Graduate Studies  
Chuck Hatch – Vice-President –  
Research & Graduate Studies  
Joe Zeller –Dean - Letters, Arts  
& Social Science  
Dave Thompson – Dean –  
Engineering  
Judy Parrish – Dean - Science  
Byron Dangerfield – Dean –  
Business & Economics  
Don Burnett – Dean - Law  
Steven Daley Laursen – Dean –  
Natural Resources  
John Hammel – Dean –  
Agricultural & Life Science  
through performance activities  
and opportunities



## **ATTACHMENT 2**

### **PROFESSIONAL STANDARDS COMMISSION RECOMMENDATION**

#### **TEACHER PREPARATION PROGRAM ON-SITE REVIEW - UNIVERSITY OF IDAHO**

#### **PROCESS**

- The state team conducted an on-site visit on April 24-28, 2004, to review the teacher preparation program at the University of Idaho.
- Dr. Wenden Waite, Director - Center for School Policies at Boise State University in Boise, Idaho, 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, Dr. Waite, on behalf of the state team, wrote a pertinent team report that was forwarded to the dean of the College of Education at the University of Idaho and to the administrator of the Professional Standards Commission.
  - Dr. Jeanne Christiansen, Dean of the College of Education at the University of Idaho, subsequently 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 August 11, 2004, 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 subsequently submitted to the State Board of Education for final approval.
- Included in the packet for review by the State Board of Education are the following:



- The state team report that was written following the on-site review of the teacher preparation program at the University of Idaho.
- The recommendation by the Professional Standards Commission with appropriate rationale for decisions made.

### **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 the University of Idaho in Moscow, Idaho.
- Below are the elements of the recommendation with appropriate rationale for decisions made by the state team and 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 the University of Idaho:
  - Elementary Education
  - Health
  - Journalism
  - Language Arts
  - Physical Education
  - Speech and Debate
  - Foreign Language Foundation
    - Spanish
  - Professional Technical Education Foundation
    - Agriculture Science and Technology
    - Business Technology
    - Family and Consumer Sciences
    - Marketing
    - Technology Education
  - Science Foundation

- Biology
- Chemistry
- Earth/Space Systems
- Physical Science
- Physics
- Social Studies Foundation
  - Social Studies
  - U.S. History
- Special Education Foundation
  - Generalist
- Visual Performing Arts Foundation
  - Drama
  - Music
  - Visual Arts
- School Principals
- School Superintendents
- Special Education Directors
- School Counselors
- School Psychologists

### **CONDITIONALLY APPROVED**

**Conditionally Approved** – A program approved conditionally will still allow the dean, or designee, of the teacher preparation program to issue an institutional recommendation for Idaho certification. Conditional approval, however, does imply that all state standards regarding the program have not been met. In the case of a conditionally approved program, a focused review by the Professional Standards Commission will be conducted within two years to determine if state standards are being met. The results of this focused review will be submitted to the Professional Standards Commission for review, and an appropriate recommendation will be forwarded to the State Board of Education for consideration.

The following rationale for conditional approval is found in the state report.

- Mathematics
  - #1 There is insufficient evidence that candidates are exposed to and can apply pedagogical knowledge and skills as they relate to the teaching of mathematics.
  - #2 There is insufficient evidence that candidates experience developing a variety of instructional strategies for teaching mathematics and that they use multiple instructional strategies in preparing and delivering lessons.
  - #11 There is insufficient evidence that candidates experience making connections within the strands of mathematics and between mathematics and other fields and that they apply these “connections” in creating mathematical experiences for students.
- Psychology
  - #1 There is insufficient evidence that candidates assist, guide, and enable students to comprehend and apply principles of development and behavior. Due to lack of candidates or work samples, there is insufficient evidence that candidates make subject matter meaningful.
- Foreign Language Foundation
  - French
    - #1 There is insufficient evidence that candidates can make subject matter meaningful for their students. No candidates majoring in French were available to interview.
    - #2 There is insufficient evidence that candidates can provide opportunities for development of their students. No candidates majoring in French were available to interview.
    - #3 There is insufficient evidence that candidates can make accommodations for individual learning needs for their students. No candidates majoring in French were available to interview.
    - #4 There is insufficient evidence that candidates can apply multiple learning strategies in their teaching. No candidates majoring in French were available to interview.

- #8 There is insufficient evidence that candidates can use formal and informal assessment strategies to evaluate students' performance. No candidates majoring in French were available to interview.
  - #10 There is insufficient evidence that candidates can utilize community resources. No candidates majoring in French were available to interview.
- German
  - #1 There is insufficient evidence that candidates can make subject matter meaningful for their students. Only one candidate majoring in German was available to interview; no work samples were available.
  - #2 There is insufficient evidence that candidates can provide opportunities for development of their students. Only one candidate majoring in German was available to interview; no work samples were available.
  - #3 There is insufficient evidence that candidates can make accommodations for individual learning needs for their students. Only one candidate majoring in German was available to interview; no work samples were available.
  - #8 There is insufficient evidence that candidates can use formal and informal assessment strategies to evaluate students' performance. Only one candidate majoring in German was available to interview; no work samples were available.
  - #10 There is insufficient evidence that candidates can utilize community resources. Only one candidate majoring in German was available to interview; no work samples were available.
- Latin
  - #1 There is insufficient evidence that candidates can make subject matter meaningful for their students. No candidates majoring in Latin were available to interview.
  - #2 There is insufficient evidence that candidates understand human development and learning and can provide opportunities for development of their students. No candidates majoring in Latin were available to interview.

- #3 There is insufficient evidence that candidates understand individual learning needs and can make accommodations for individual learning needs for their students. No candidates majoring in Latin were available to interview.
- #4 There is insufficient evidence that candidates understand multiple instructional strategies and can apply multiple learning strategies in their teaching. No candidates majoring in Latin were available to interview.
- #8 There is insufficient evidence that candidates' assessment can use both formal and informal assessment strategies to evaluate students' performance. No candidates majoring in Latin were available to interview.
- #10 There is insufficient evidence that candidates have the opportunity to interact with colleagues, parents, and communities and can utilize community resources in their teaching. No candidates majoring in Latin were available to interview.
- Social Studies Foundation
  - Geography
    - #1 There is insufficient evidence that candidates create opportunities for students to apply principles of geography. Due to lack of candidates or work samples, there is insufficient evidence that candidates make subject matter meaningful.
  - Government/Civic (Political Science)
    - #1 There is insufficient evidence that candidates create opportunities for students to apply principles of the United States political system. Due to lack of candidates or work samples, there is insufficient evidence that candidates make subject matter meaningful.
- Visual Performing Arts Foundation
  - Speech/Drama
    - #1 There is insufficient evidence to evaluate this enhancement standard because there have been no candidates who have successfully completed this program over the past five years.

## **G. SUBJECT:**

**Non-Substantive Changes to a Proposed Rule by Reference (*Standards for Idaho School Buses and Operations, August 13, 2004*)**

## **BACKGROUND:**

The State Board of Education approved a Notice of Proposed Rulemaking at its regular board meeting on August 13, 2004, with direction to clarify or change three specific topics addressed in the referenced rule. Following the described Board meeting, the proposed rule was submitted to Legislative Services with some minor changes based on input from the board. Topics in the referenced rule that required clarification were identified in the draft that was submitted to Legislative Services. Notice of the proposed rule and the proposed rule in legislative format was published in the October Administrative Bulletin.

## **DISCUSSION:**

Following SBE approval of the negotiated and proposed rulemaking processes, SDE received input from various stakeholders, including Office of Performance Evaluations staff, transportation supervisors, school administrators, State Board of Education members and a legislator. State Department of Education staff also met with State Board of Education staff for the purpose of developing less complicated language related to the aforementioned topics. The following summarizes suggested changes in the proposed referenced document for purposes of Board discussion, prerequisite to the pending rule phase (November).

- Remove language requiring regional staff (SISBO - Administration, page 62)
- Remove contradictory language and add clarifying language related to revenues received and related mileage (SISBO – Pupil Transportation Support Program – Financial Reporting, page 73)
- Remove language related to optimal rotation goal for site visit frequency (SISBO – Pupil Transportation Support Program – Financial Reporting, page 74)
- Move language related to proprietary information to another paragraph (SISBO – Contract For Transportation Services, pages 76-78)

- Move and change language related to appeal process to another section (SISBO – Pupil Transportation Support Program – Financial Reporting, page 74)
- Change language (for purpose of clarity) related to reimbursement for contracted pupil transportation services (SISBO – Contract For Transportation Services, pages 76-77)
- Change language (for purpose of clarity and correctness) related to appeals and waivers (SISBO – Appeals and Waivers, page 83)

**ATTACHEMENTS:**

1. *Standards for Idaho School Buses and Operations – August 13, 2004* (specific pages differing in content from approved document)

**Suggested Changes In Board Approved Proposed Referenced Document (*Standards for Idaho School Buses and Operations – August 13, 2004*) prior to the pending rule phase.**

**BREAK IN CONTINUITY – (page 72)**

## **PUPIL TRANSPORTATION SUPPORT PROGRAM - FINANCIAL REPORTING**

Each school district operates motor vehicles of many sizes and types, such as school buses, small and large trucks, cars for administration and driver education, pickups, delivery vans, and other miscellaneous small motor vehicles. All school district vehicle operating costs must be charged to the appropriate individual account or accounts according to their use. Costs for transporting eligible students to and from school or related activities shall be accounted for separately in accordance with State Board of Education approved procedures. (33-1006, Idaho Code)

Accurate mileage records shall be kept for reimbursable and non-reimbursable programs so eligible and non-eligible miles can be accurately determined. No indirect costs are allowed. Financial supporting documents shall be maintained throughout the fiscal year for each program category for audit purposes.

Annual odometer readings (end of day June 30 or start of day July 1) on all district owned or contracted “yellow school buses” used to transport students to and from school or related activities shall be annually submitted to the State Department of Education upon request. No “yellow school bus” used to transport public school students shall be excluded.

School districts shall annually report all **student trip** mileage linked to a “yellow school bus” as reimbursable or non-reimbursable on Schedule C of the Pupil Transportation Reimbursement Claim Form.

Revenues generated from the use or lease of a district owned “yellow school bus” shall be reported as follows:

- When the revenues correlate to reported “reimbursable” miles and their related costs, the revenue shall be reported **on the pupil transportation reimbursement claim form under revenues received.**
- When the revenues correlate to reported “non-reimbursable” miles and their related costs, the revenue shall not be reported **on the pupil transportation reimbursement claim form under revenues received; however, any excess revenues received shall be posted to the district’s plant facility fund account for the replacement of school buses in accordance to 33-1512, Idaho Code.**
- When salaries, benefits and fuel costs, associated with any outside lease or non-student trip miles taken on a “yellow school bus,” are recorded separately in a **totally “non-reimbursable” account (for example, 100.682.000) and no mileage**



related to these costs is reported on the district's pupil transportation reimbursement claim, the revenues shall be reported.

Each school district that operates a school transportation system will maintain accurate records of operations including runs, run mileage, categorized bus mileage, student rider counts and other related costs on uniform record-keeping forms provided by the Department of Education.

The Department of Education Pupil Transportation Section shall conduct on-site spot inspections of school district pupil transportation operations at a frequency adequate to ensure compliance with state law, accuracy of data and reimbursement claims, and safety of school buses. Priority for selecting districts for review and audit shall be given to those districts that exceed both the most recent annual state average reimbursable cost per mile and the state average reimbursable cost per rider as calculated by the Department, unless the supervisor of school transportation determines otherwise (33-1511, Idaho Code). Adequate frequency shall be defined as, at least once every three years, but with an optimal rotation goal of once every year.

The Department of Education Pupil Transportation Section shall, subsequent to on-site review and spot inspection, provide school district with a list of required corrective actions, as necessary. School districts shall submit to the Department written corrective action plans at prescribed intervals until deficiencies are corrected or the corrective action no longer applies (subject to the provisions of 33-1511, Idaho Code).

The Department shall annually review school district pupil transportation claims and make available analyses of reported and adjusted costs, including specific cost trends, to individual school districts and charter schools in a secure website location or published document.

School districts that become "capped" (33-1006, Idaho Code) may appeal to the State Board of Education for increased reimbursement consideration. The appealing school district shall submit the appropriate appeal application, detailing justification for the appeal (33-1006, Idaho Code), to the State Department of Education Pupil Transportation Section. The State Department of Education shall submit appeal(s) to the State Board of Education for consideration and action, as appropriate.

#### **BREAK IN CONTINUITY – (page 75)**

The State Department of Education shall develop support staffing (supervisor, driver trainer, secretary/dispatcher, etc.) and school bus inventory guidelines for school district pupil transportation operations.

#### **BREAK IN CONTINUITY – (page 76)**

#### **Contract For Transportation Services**

Any district that contracts for pupil transportation services will have a copy of its current contract on file with the State Department of Education, Supervisor of Transportation Services (Section 33-1510, Idaho Code). The State Department of Education shall develop and maintain a model contract. School districts shall use the Department's model contract, but may attach to the model contract addenda to meet local requirements. School districts that contract for pupil transportation services shall submit contracts to the State Department of Education Pupil Transportation Section prior to signing. The Department will then approve or disapprove the submitted contract(s) in compliance to Section 33-1510, Idaho Code, including any contract extension.

The State Department of Education shall develop guidelines for use in advertising for transportation bids, reviewing transportation bids and awarding transportation bids. School districts that contract shall require contractors to accurately track all mileage related to pupil transportation and said mileage shall not be considered to be proprietary. However, mechanisms and methodologies used in calculating actual costs for purposes of bidding (using district non-proprietary route mileages and route data) may be proprietary (9-340D, Idaho Code).

School districts that contract pupil transportation services will report actual contractual costs to the State Department of Education on the Annual Pupil Transportation Claim for Reimbursement (Schedule C). Specific costs related to district administrative salaries and benefits, purchased services, supplies, etc., embedded in the contract will be reported as non-reimbursable contract costs. The State Department of Education will consider specific district operational costs related to the transportation contract as reimbursable when the identified costs are not part of the contract and are similar to reimbursable costs incurred by district-owned operations, e.g., bus aides. Reimbursement of specific district operational costs normally reported on Schedule A or Schedule B that are embedded in the contract must receive prior approval. Specific operational costs, including but not limited to liaison functions of the district, shall be reimbursable to school districts that (1) contract for pupil transportation services; and (2) whose costs fall three percent (3%) below the statewide average cost per mile and cost per rider after inclusion of the specific operational costs. Liaison functions shall be defined as personnel and approved support costs incurred by the district for persons employed to assure the safety and well-being of pupils who are transported and such costs are not embedded in the contract, except that no said person(s) or support costs specific to liaison functions shall be funded from any other funding source.

School districts that contract for the provision of pupil transportation services must report actual contractual costs to the State Department of Education on the Annual Pupil Transportation Reimbursement Claim Form (Schedule C). The State Department of Education will not reimburse district operational costs related to pupil transportation services that are not included in the contract. The total reimbursement to school districts that contract for the provision of pupil transportation services shall not exceed the limits provided under Idaho law (33-1006(5), Idaho Code).

School districts that contract pupil transportation services and also operate a district-owned pupil transportation program may submit specific costs related to district salaries benefits, purchased services, supplies, etc. (Schedule A or Schedule B) when the costs can be reconciled to district-owned and operated school buses.

Accurate mileage and contract costs (reimbursable and non-reimbursable) must be reported and submitted annually, for purposes of equity, accountability and reimbursement. Therefore, School districts that contract shall require contractors to accurately track all mileage related to pupil transportation and said mileage shall not be considered to be proprietary. However, mechanisms and methodologies used in calculating actual costs for purposes of bidding (using district non-proprietary route mileages and route data) may be proprietary (9-340D, Idaho Code).

Contracting school districts shall be responsible for determining and reporting reimbursable and non-reimbursable trip mileage and shall be able to reconcile all mileage to contractor invoices.

**BREAK IN CONTINUITY – (page 83)**

### **APPEALS and WAIVERS**

The State Board of Education may grant a waiver or financial adjustment of any operations or reimbursement standard not required by state or federal law to any school district upon written request. Written requests shall be submitted to the State Department of Education Pupil Transportation Section using the appropriate appeal or waiver application form. The State Department of Education shall submit the application to the State Board of Education along with any appropriate recommendation(s). All requests shall provide supporting rationale and detailed justification for the request. The Board will not grant waivers of any operations standard required by state or federal law. State and federal law includes case law (including consent decrees), statutes, constitutions, and federal regulations. (33-1006, Idaho Code; IDAPA 08.02.01.001)

The State Board of Education may grant a waiver of any rule not required by state or federal law to any school district upon written request, as provided in IDAPA 08.02.01.001. Written requests for such a waiver shall be submitted to the State Department of Education Pupil Transportation Section using the waiver request form. The State Department of Education shall submit the waiver request to the State Board of Education, along with any appropriate recommendation(s). All waiver requests must include supporting rationale and detailed justification for the request. The Board will not grant waivers of any rule required by state or federal law. State and federal law includes case law (including consent decrees), statutes, constitutions, and federal regulations.

A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the State Board of Education, as provided in 33-1006(5), Idaho Code. Appeals must be submitted to the State Department of Education Pupil Transportation Section using the appeal application form. The State Department of

Education shall submit the appeal to the State Board of Education, along with any appropriate recommendation(s). All appeals must include supporting documents demonstrating uniquely difficult geographic circumstances, or extraordinary one (1) time circumstances outside the school district's foresight and control.