Idaho Department of Education
Public Schools Agenda

STATE BOARD OF EDUCATION

March 10-11, 2005

Boise State University, Boise

A.   **Superintendent's Report,** Marilyn Howard

B.   **Request for Letters of Authorization,** Bob West

C.   **BYU Idaho Teacher Preparation Program Review Report,** Bob West

D.   **Appointments to the Idaho State Curricular Materials Selection Committee,** Bob West

E.   **Professional Standards Commission Appointment,** Bob West

F.   **Order to Transfer Property from Twin Falls School District to Filer School District,** Bob West

G.   **Proposal to Improve Physical Education in Idaho,** Barbara Eisenbarth

A. SUBJECT:

Superintendent's Report

B. SUBJECT:

Letters of Authorization

BACKGROUND:

At its February 10-11, 2005 meeting, 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 08.02.02.039.02 states that, "The request and supporting information will be reviewed by the Professional Standards Commission, with the final recommendation of the Commission submitted by the State Superintendent of Public Instruction for State Board of Education approval."

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 February 10-11, 2005 meeting.

BOARD ACTION:

The State Board carried to approve/disapprove/table the request 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

Professional Standards Commission

February 10-11, 2005

Letter of Authorization Requests

	REQUESTS			The district's request is for a:		1st yr, 2nd yr
FTE	NAME	DIST	DISTRICT NAME	CERTIFICATE	ENDORSEMENT	or 3rd yr
1	DeBudge, Joseph	131	Nampa	Standard Exceptional Child	Generalist	N
1	Newton, Nicole	221	Emmett	Early Childhood Blended	Birth thru Grade 3	N
1	Stoddard, Annette	415	Hansen	Standard Exceptional Child	Generalist	N
1	Brody, Steve		Idaho Youth Ranch	Standard Exceptional Child	Generalist	R (2)

4 Total requests

Attachment B.1.

C. SUBJECT:

BYU Idaho Teacher Preparation Program Review Report

BACKGROUND:

According to Idaho Code § 33-1258 and State Board of Education Rule 08.02.02.100.01, the Professional Standards Commission has the responsibility to evaluate teacher preparation programs in Idaho. An on-site visit is scheduled on a seven-year cycle basis. The scheduled on-site visit at the BYU Idaho in Rexburg, Idaho, was conducted on October 16-20, 2004.

DISCUSSION:

The state team was chosen from constituency groups representing higher education, the Idaho Education Association, the State Department of Education, and Idaho Association of School Administrators.

Dr. Jann Hill, Dean of the Division of Education at Lewis-Clark State College in Lewiston, 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 BYU Idaho in Rexburg, 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. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. State Team Report as approved by the Professional Standards Commission
2. Process, elements of the recommendation and accompanying rationale
3. Rejoinder

STATE REVIEW TEAM REPORT – BYU IDAHO
October 16-20, 2004

Professional Standards Commission

Idaho State Board of Education

On-Site State Team:
Dr. Jann Hill, Chair
Dr. Kathy Aiken
Dr. DeVere Burton
Judy Drake
Dr. Lana Elliott
Stacey Jensen
Dr. Dan Peterson
Steve Tyree

Off-Site State Team
Dr. Roger Reynoldsen
Ron Manley
Virginia Robinson

State Observers:
Dr. Mike Stefanic
Dr. Patty Toney
Keith Potter
Lynda Westphal

INTRODUCTION

The state review of the BYU Idaho teacher preparation program was conducted October 16-20, 2004. In preparation for the visit, the professional education unit, which is responsible for the preparation of teachers, prepared a self-study report and requested a peer review of their teacher preparation programs. A seven-member State Evaluation Team and three State Observers visited the BYU Idaho campus, located in Rexburg, Idaho to review the seventeen programs to determine if there was evidence indicating that BYU Idaho teacher candidates meet the Idaho Standards for the Initial Certification of Professional School Personnel, i.e., they know the subject matter they teach and are able to teach it effectively so K-12 students learn. Simultaneously, a three member, NCATE-trained team examined the unit for evidence that it meets NCATE Standards. Additionally, a team member and a State Observer visited the off-site, out-of-state programs in Las Vegas, Nevada; Tacoma, Washington; and Jordan, Utah.

The standards used to validate the institutional report are the Idaho Standards for the Initial Certification of Professional School Personnel. Rubrics for each set of standards were used for the review process. Team members determined if there were sufficient data from at least three sources of evidence to validate each area reviewed. Examples of the sources of data reviewed included: 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 interviews with candidates, university administrators, university faculty, P-12 principals, P-12 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 - a BYU Idaho student enrolled in a teacher preparation or other personnel programs.
- Student - a person enrolled in a P-12 public school

TABLE OF CONTENTS

PROGRAM REVIEW
BYU Idaho - Oct. 16-20, 2004

PROGRAMS	RECOMMENDATIONS
Agriculture	Conditionally Approved
Art	Approved
Biology	Approved
Chemistry	Approved
Early Childhood Blended Special Education Blended	Conditionally Approved
Earth Science	Approved
Elementary	Approved
English	Approved
Family & Consumer Science	Approved
Health	Approved
History	Approved
Math	Approved
Music	NSMA accredited (Nationally accredited)
Physics	Approved
Social Studies	Approved
Spanish	Approved
Theatre/Speech	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: BYU-Idaho   **Review Dates**: October 16-20, 2004
Standards(s) Reviewed: Early Childhood Special Education Blended Certificate

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.

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

A review of the required course sequence, required syllabi, course requirements, topics, and assessments indicates that teacher candidates demonstrate an adequate knowledge of content, tools of inquiry, and structures of the discipline taught. In addition, they are able to articulate the importance of engaging students in contributing to content development and describe for students the ways new knowledge in a content area is discovered.

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

A review of the ECSE course syllabi, course requirements, and assessments as well as interviews with ECSE candidates and candidate work samples indicates that the ECSE program provides ample opportunities for teacher candidates to demonstrate an in-depth understanding of the traditional content areas and children's growth and development theories. However, no candidates have completed their required coursework, some courses have not been taught to completion, and there are no

candidates in the final stages of their student teaching. Therefore, there is little or no evidence that candidates are able to demonstrate an adequate ability to create a balanced curriculum that helps students successfully apply their skills to many different situations, materials, and ideas.

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.

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

An analysis of syllabi, coursework, and assessments indicates that candidates demonstrate an adequate understanding of how students learn and develop. Work samples, observations, and interviews indicate that candidates are able to provide opportunities to support students' intellectual, social, and personal development.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	

A review of the course syllabi, assessments, and course assignments including reflection papers and observation reports indicate that teacher candidates demonstrate an understanding of how student learn and develop. Observation and interview evidence further indicates that candidates demonstrate an understanding of typical and atypical development of young children and the impact of family systems on child development.

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.

Element CORE	Unacceptable	Acceptable	Target
3.1 Understanding of		X	

Element	Unacceptable	Acceptable	Target
Individual Learning Needs			
3.2 Accommodating Individual Learning Needs		X	

A review of course syllabi, course assignments, and assessments as well as interviews with candidates, BYU-Idaho instructors, and cooperating teachers indicate that teacher candidates demonstrate understanding of how students differ in their approaches to learning. Students are required to complete an inquiry project of their choice around a topic regarding special needs. They are required to include a section in this project sub-titled "What Are The Implications of My Inquiry." Samples of lesson plans from differing required coursework also indicated a section for adaptations necessary.

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

A review of course syllabi, instructor interviews, candidate interviews, and coursework indicate that candidates demonstrate an adequate understanding of aspects of medical care for premature development, low birth weight, and other conditions of medically fragile babies and the concerns and priorities associated with these medical conditions, as well as their implications on child development and family resources. One interview with a candidate indicated that she had an adequate ability to access information about methods of care for young, medically fragile children who are dependent on technology. Faculty interviews indicate that there is a program in the design stage that will allow candidates to work with babies in the neo-natal unit and their families to help further their knowledge and skills in this area. However, this program is not yet in place.

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.

Element CORE	Unacceptable	Acceptable	Target
4.1 Understanding of			

multiple instructional strategies		X	
4.2 Application of multiple instructional strategies		X	

A review of work samples, lesson plans, and observations as well as a review of required class syllabi, confirm that teacher candidates display an adequate understanding and use of multiple instructional strategies to develop students' critical thinking, problem solving, and performance skills. Work samples provided evidence of small group, whole group, direct, inquiry, and other types of instruction in a variety of circumstances. Observations and interviews indicated that teacher candidates were knowledgeable about and able to use appropriate strategies for varying situations.

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

In addition, evidence indicates that teacher candidates demonstrate an understanding of the characteristics of physical environments that must vary to support the learning of children dependent on varying ages birth to grade 3. Candidates are required to observe and analyze existing environments as part of class assignments and also to develop their own environments depending on varying circumstances. Teacher candidates demonstrate a repertoire of developmentally appropriate instructional strategies for differing learning environments. Candidates are required to complete internships within an infant/toddler setting in a preschool setting as well as in a K-3 grade. In all of these experiences, candidates are observed and evaluated on their use of strategies and their appropriateness for the setting. This program is so new, only one candidate was observed in a toddler setting and another in a kindergarten. Therefore, there was not enough evidence to determine these candidates' ability to use developmentally appropriate strategies with all ages birth through grade 3.

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.

Element CORE	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	

A review of course syllabi, assignments, and interviews indicate that candidates demonstrate an understanding of the principles of motivation and management for safe and productive student behavior. Work samples, lesson plans, and observations indicate that candidates are able to create, manage, and modify safe and productive learning environments.

Element ENHANCEMENT	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	

Through their coursework and assignments, ECSE candidates gain knowledge about motivation and management as well as how to create environments that promote physically and psychologically safe and healthy environments for young children. Observations of the toddler lab, interviews with faculty and candidates, and lesson plans indicate that candidates are able to demonstrate an ability to promote opportunities for young children in natural and inclusive settings and to embed learning objectives within everyday routines and activities. Candidates are given the opportunity to work in the home settings with young children as a result of a partnership with Health and Welfare. In this partnership they are able to work in natural settings and to embed learning objectives within everyday routines and activities.

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.

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

A review of syllabi, assignments, and assessments indicates that candidates are able to model and use communication skills appropriate to professional settings. Observations, analysis of work samples, lesson plans, and interviews indicate that candidates are able to create learning experiences that promote student higher order thinking and communication skills, including listening, speaking, writing, and expression in other media.

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

A review of syllabi and coursework and interviews with candidates and lab supervisors indicate that candidates demonstrate an ability to adjust language and communication strategies for the developmental age and stage of the child. Candidates are required to work in the campus preschool/toddler lab, which serves as the service site for many special needs students, most of which have speech and language special needs. As a result, candidates have many opportunities to develop language and communication strategies for differing developmental ages and stages.

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

Element CORE	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
		X	

Element			
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts			

A review of course syllabi, assignments, and readings as well as interviews with faculty indicate that candidates demonstrate an understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals. Work samples, lesson plans, observations, and cooperating teacher comments indicate that candidates are able to plan and prepare instruction based upon consideration of students' needs and community contexts.

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

A review of ECSE syllabi and assignments, as well as interviews with faculty and candidates indicate that candidates demonstrate an understanding of recommended professional practice for working with families and children birth through grade 3. However, no candidates have completed their required coursework, some courses have not been taught to completion, and there are no candidates in the final stages of their student teaching. Consequently, there is insufficient evidence that candidates are able to demonstrate an adequate ability to provide information about family-oriented services based on the IFSP and to support transitions across programs for young children and their families.

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.

Element CORE	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		**X**	

8.2 Using and Interpreting Program and Student Assessment Strategies		X	

A review of syllabi, observations, and interviews indicate that candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate and advance student performance. Lesson plans, work samples, and interviews indicate that candidates are able to use and interpret formal and informal assessment strategies to evaluate student performance. However, evidence was lacking that assessment strategies were used to determine program effectiveness.

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

A review of course syllabi and assessments indicates that candidates demonstrate an understanding of the characteristics of young children that affect testing situations and interpretations of results. The major assessment class that ECSE students are required to take for their major is just being offered for the first time this fall. The course syllabus is very thorough and reflects that candidates will receive the opportunity to administer multiple screenings instruments and assessments as well as to interpret them. However, since no one has completed this course and it is very early in the semester, there is little or no evidence that candidates have adequate ability to screen or interpret assessments in the major developmental domains.

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.

Element CORE	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as		X	

Reflective Practitioners			
9.2 Developing the Art and Science of Teaching		X	

A review of syllabi, lesson plan formats, course assignments, and observations indicate that candidates demonstrate an ability to be reflective practitioners who are committed to their profession. Throughout their program, candidates are asked to reflect upon and journal about their learning. Many lesson plan formats also offered a place for reflection.

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.

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

Cooperating teacher interviews, evaluations, and comment postcards indicate that candidates are able to interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

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

Course syllabi, required texts, and assignments, as well as interviews with faculty indicate that candidates demonstrate an understanding of how to explain and practice behavior congruent with NAEYC and DEC Code of Ethics and to advocate for resources for young children and their families. However, no candidates have completed their required coursework, some courses have not been taught to completion, and there are no candidates in the final stages of their student teaching. Consequently, there is little or no evidence that candidates are able to demonstrate an adequate ability to practice behavior congruent with the NAEYC and DEC Code of Ethics.

Areas of improvement:

#1   There is insufficient evidence that candidates are able to demonstrate an adequate ability to create a balanced curriculum that helps students successfully apply their skills to many different situations, materials and ideas. The program will have its first graduates in spring 2005.

#4   There is insufficient evidence that candidates have the ability to use developmentally appropriate strategies with all ages birth through grade 3. The program will have its first graduates in spring 2005.

#7   There is insufficient evidence that candidates are able to demonstrate an adequate ability to provide information about family-oriented services based on the IFSP and to support transitions across programs for young children and their families. The program will have its first graduates in spring 2005.

#8   There is insufficient evidence that candidates have adequate ability to screen or interpret assessments in the major developmental domains. The program will have its first graduates in spring 2005.

#10   There is insufficient evidence that candidates are able to demonstrate an adequate ability to practice behavior congruent with the NAEYC and DEC Code of Ethics. The program will have its first graduates in spring 2005.

Recommended Action on All Standards:
____ Approved
__X__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: BYU-Idaho   **Review Dates**: October 16-20 2004
Standards(s) Reviewed: Elementary Education

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.

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

A review of the required coursework, required syllabi, course requirements, topics, and assessments indicates that teacher candidates demonstrate an adequate knowledge of content, tools of inquiry, and structures of the discipline taught. In addition, they are able to articulate the importance of engaging students in contributing to content development and describe for students the ways new knowledge in a content area is discovered.

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

Elementary education majors are also required to take additional courses in English, mathematics, reading, and the sciences to enhance their educational knowledge and abilities in these areas. This allows the candidates to demonstrate knowledge of elementary subject content, understand connections across the curriculum, and demonstrate an ability to attain information and resources when necessary. The

PRAXIS II test for elementary education has a 93% pass rate that also indicates an understanding of elementary education material.

Course syllabi, assignments, assessments, and work samples indicate that the elementary candidates are able to demonstrate an 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.

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.

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

An analysis of syllabi, coursework, and assessments indicates that the elementary education candidates demonstrate an adequate understanding of how students learn and develop. Work samples, observations, cooperating teacher comments, and interviews indicate that candidates are able to provide opportunities to support students' intellectual, social, and personal development.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		**X**	

Specialized coursework within the elementary education program provides candidates with an understanding of how young children and early adolescents learn and that literacy and language development influences learning and instructional decisions.

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.

Element CORE	Unacceptable	Acceptable	Target

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

A review of course assignments, class syllabi, and course assessments and interviews indicate that the candidates demonstrate an adequate understanding of how students differ in their approaches to learning. The ECSC 320 course is very thorough in its breadth of special education topics, IEP's and laws governing the regular education teacher. A variety of other courses discuss adaptations for individual learners.

Work samples, lesson plans, and student and cooperating teacher interviews indicate inconsistencies in teacher candidates' abilities to create instructional opportunities that are adapted to students with diverse needs. Inconsistent lesson plan formats indicate that some instructors require adaptations and others do not. There also seemed to be a lack of knowledge about teaching ESL students. However, when adaptations were noted on lesson plans, they were appropriate and several letters of recommendation as well as comments from the student teaching evaluation forms overall indicate an ability to adapt instructional opportunities.

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.

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

A review of syllabi, assignments, and assessments indicate that teacher candidates display an understanding of instructional strategies needed to develop students' critical thinking, problem solving and performance skills. Class syllabi repeatedly noted different instructional strategies being discussed as well as appropriate situations for the utilizations of each strategy.

Interviews with candidates, observations, and student teaching evaluation forms indicate that candidates consistently use a variety of appropriate instructional strategies

to develop students' critical thinking, problem solving, and performance skills. Candidates consistently mentioned how the program built a foundation of teaching strategies in each methods class so that by their student teaching experience they felt confident in their ability to use these strategies appropriately. Cooperating teacher evaluations and interviews consistently verified this information.

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.

Element CORE	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	

A review of course syllabi, assignments, and assessments indicate that candidates demonstrate an understanding of the principles of motivation and management for safe and productive student behavior. Candidates are required to design their own motivation and management plan for their coursework. Samples of these plans showed much thought had gone into the designing of the plans. Observations of actual teaching, interviews with cooperating teachers, and analysis of evaluation forms indicate that candidates are able for the most part to create, manage, and modify safe and productive learning environments. There were some inconsistencies on feedback postcards from cooperating teachers as well as in cooperating teacher interviews. Some stated a desire for better abilities in management and others noted how outstanding the management was.

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.

Element CORE	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of		X	

Thinking and Communication Skills			

A review of course syllabi and classroom assignments as well as interviews with candidates indicate that candidates are able to model and use communication skills appropriate to professional settings. In addition, work samples, lesson plans, and interviews with cooperating teachers indicate that candidates are able to create learning experiences that promote student higher order thinking and communication skills, including listening, speaking, writing, and expression in other media. Several work samples utilized technology for student projects, as well as required analysis and synthesis through verbal or written projects.

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

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

Course descriptions, syllabi, and assignments as well as interviews indicate that candidates demonstrate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals. Candidates begin preparing lesson plans in their very first education course and the complexity of plan requirements increases as candidates progress through the program. All lesson plan formats reviewed required candidates to list goals and objectives and many required a link to state or national standards.

Work samples, reviewed lesson plans, and interviews indicate that candidates plan and prepare instruction based upon consideration of students' needs and community contexts. Some cooperating teacher interviews indicated a need for candidates to better understand state standards; however, most lesson plans did list state objectives so there does seem to be some inconsistency.

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.

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

A review of syllabi, observations, and interviews indicate that candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate and advance student performance. Elementary Education 401: Assessment and Evaluation provides an extensive overview of different types of assessment, uses for assessment, and assessment designs. However, there were some inconsistencies about where candidates might learn how to use assessment to determine teaching effectiveness. Work samples, lesson plans, and observations noted use of assessments both formal and informal but some weaknesses in utilizing assessments for future instruction and determining program effectiveness were identified.

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.

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

A review of syllabi, lesson plan formats, and course assignments and observations indicate that candidates demonstrate an ability to be reflective practitioners who are committed to their profession. Throughout their program, candidates are asked to reflect upon and journal about their learning. Many lesson plan formats also offered a place for reflection.

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.

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

Observations, interviews, evaluations and cooperating teacher postcards indicate that candidates interact in a professional, effective manner with colleagues, parents and other members of the community to support students' learning and well being. Professionalism, dress code, and high standards are an integral part of this institution and it is reflected in this standard.

Recommended Action on All Standards:
  X   Approved
___ Approved Conditionally
___ Not Approved

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

College/University: BYU-Idaho   **Review Dates**: October 16-20, 2004
Standards(s) Reviewed: English

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.

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

The program provides indications through course syllabi and course requirements that candidates are well prepared in the content area. Course evaluations and exit interviews indicate that candidates have a clear understanding of the subject matter and curriculum goals. Candidates receive instruction in language skills and exposure to varied genre in literature and a variety of reading and writing experiences. Candidates indicated a desire for review of grammar and mechanics before going into a student teaching setting.

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

A review of student work samples and reflection papers and interviews with a student teacher and recently employed graduate indicate candidates apply what they have learned. The pass rate for the PRAXIS content area test has been 85% and candidates experience guidance in taking the PRAXIS exam. Discussion with one of the student teachers and candidates who had just finished a week of practicum indicate candidates access available resources and make aspects of language arts meaningful for students.

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.

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

The program provides evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop. In Education 270: Educational Psychology, students learn the cognitive, emotional, and social development of children. In English 430: Teaching English in Secondary Schools, and English 450: Writing and Reading Processes, teacher candidates learn information regarding the variations in student writing, reading, listening, and speaking abilities.

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

Interviews with current graduates and a student teacher indicate knowledge of the maturation process in writing and language skills and understanding of literary concepts through a variety of classroom projects and assignments. Evaluations of student teachers indicate ability for candidates to use the skills in the classroom.

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.

Element CORE	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning		X	

Needs			
3.2 Accommodating Individual Learning Needs		X	

Review of syllabi, student reflection papers, and student work samples provides evidence that teacher candidates have an adequate understanding of how students differ in their approaches to learning.

Interviews of a student teacher and discussions with candidates and their immediate supervisors following recent practicum experiences indicate that candidates have hands-on experience adjusting to a variety of student learning needs. Review of student teaching evaluations confirm that as students progress through the process they gain greater skill in recognizing and meeting individual needs.

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

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

The review of course syllabi, course requirements, completed assignments, exams and faculty interviews indicate that the program provides for study of multiple instructional processes.

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

Interviews with candidates, observations in classrooms, and a review of student work samples provide evidence that teacher candidates demonstrate an adequate understanding of instructional strategies to develop students' critical thinking, problem solving, and performance skills. Additional interviews indicate that candidates maintain a portfolio of instructional strategies to use as they progress into the classroom. Interviews with faculty and observation of two teaching segments indicated the modeling of teaching strategies by faculty enhancing the ability of candidates to demonstrate a variety of language activities and teaching approaches in large and small groups. As they are introduced to these strategies, students practice teaching colleagues in their classes.

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.

Element CORE	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**	

The program syllabi, exit interviews, and discussions with candidates provide evidence that candidates receive an adequate background in motivational theory and its impact on learning in a classroom.

Interviews with candidates and recent graduates indicate that management and motivation are two areas that cause most of the consternation in their classroom experiences; however, they have several opportunities to work through a practicum setting for practice before going into their student teaching.

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.

Element CORE	Unacceptable	Acceptable	Target
6.1 Communication Skills		**X**	

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

Review of syllabi, candidate work samples, and exit interviews provide evidence that the candidates demonstrate ability to model and use communication skills appropriate to professional settings.

Observations of classrooms; interviews with candidates, student teachers, and current graduates; and review of student teacher evaluations provide evidence that teacher candidates demonstrate the ability to model and use communication skills appropriate to professional settings.

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

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

The program provides evidence in exit interviews, course evaluations, and syllabi that candidates prepare lessons based on consideration of subject matter, students, the community, and curriculum goals.

Interviews with faculty and candidates, conversations with student teachers and an examination of lesson plans confirm that teacher candidates demonstrate an ability to prepare effective instruction.

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.

Element CORE	Unacceptable	Acceptable	Target

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

A review of syllabi, rubrics, and candidate work samples indicates that the program provides for instruction in assessment of student learning. Each course has sample rubrics and assessments complete with follow up materials to support instruction and assessment. The English Department is advanced in the development of its own assessment program.

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

Interviews with faculty and teacher candidates provide evidence that teacher candidates demonstrate an adequate ability to use a variety of formal and informal student assessment strategies. Class discussion on the student portfolios containing a variety of assessment strategies also provided evidence that candidates demonstrate assessment ability for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing to determine teaching effectiveness. Review of assessment plans and student teacher evaluations confirmed candidates' ability to use assessment effectively.

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.

Element CORE	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as		X	

Reflective Practitioners			
9.2 Developing the Art and Science of Teaching		X	

Candidate journals, reflection papers, and exit interviews validate a commitment to the teaching profession by the candidates.

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

Recent graduate interviews and presentations indicate that candidates display an in-depth understanding of reflection, a dedication to their profession and an ongoing commitment to reading and writing for professional and personal growth. Candidate commitment to writing for class and campus publications indicates further commitment as does attendance at the recent Idaho Council for the Teachers of English Conference. Candidates introduced many of the speakers and topics at the state conference.

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.

Syllabi, candidate reflections, exit interviews, and student work samples provide evidence that candidates have opportunities to interact with colleagues, parents, and community members in the support of student learning.

During interviews with candidates and supervisors, references were made to writing parent letters and participating in parent teacher conferences as well as collaborating with professional colleagues on a regular basis. Sample parent letters and reflection on open house and parent phone call opportunities have been part of the student teacher's experience.

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

Partnerships			

Recommended Action on All Standards:

 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: BYU Idaho   **Review Dates**: October 16-20, 2004
Standards(s) Reviewed: Foreign Language: Spanish

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.

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

Review of required curriculum for certification in Spanish education, syllabi where the Idaho core standards are embedded in the objectives and assignments, course assignments, exams, discussions with candidates in Spanish, and faculty interviews provide evidence that candidates have acquired adequate content knowledge. Courses 200 level and above are taught entirely in Spanish. Composition must be written in Spanish, and candidates are expected to speak only Spanish in the classroom. All candidates must pass the Praxis II before entering student teaching, providing additional evidence of knowledge of Spanish. In 2003-2004, all 26 Spanish candidates passed the Praxis II.

Review of candidate lesson plans, portfolios, writing and speaking abilities, and activities creation along with observations of micro- and student teaching performance provide evidence that candidates have the opportunity to apply their content knowledge to teaching. Their demonstrations clearly indicate that they have knowledge of Spanish at an applied, advanced level.

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

Matter Meaningful			

Review of course syllabi and assignments, exams, and faculty interviews provide evidence that candidates demonstrate in-depth understanding of state and national foreign language standards, advanced language skills, and target cultures. Lesson plans are written to include national and state standards. Candidates interact with carefully chosen scenarios designed to enhance understanding of cultural values, beliefs, attitudes, mores, and lifestyles.

Review of student portfolios, lesson plans, and student teaching evaluations along with observations of classroom performance and discussions with faculty indicate that the candidates demonstrate an in-depth ability to articulate the value of foreign language learning and to plan, create, and execute a variety of language and cultural learning experiences in Spanish.

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.

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

Review of syllabi, course assignments, and a faculty interview provide clear evidence that candidates have acquired adequate understanding of how students learn and develop.

Review of the Foreign Language Lesson Portfolio, course syllabi and assignments, candidate experienced activities using FLES and FLEX, and student teaching evaluations demonstrate that candidates clearly facilitate and provide multiple approaches to support students' intellectual, social, and personal developmental stages to support growth.

Element ENHANCEMENT	**Unacceptable**	**Acceptable**	**Target**
2.1 Understanding Human Development and Learning			X

2.2 Provide Opportunity for Development			X

Review of the Foreign Language Lesson Portfolio, exams, student portfolios, course syllabi and assignments, and lesson plans clearly indicate an understanding of the process and acquisition of Spanish learning.

Observations of micro- and macro-teaching in the classroom and in the field along with candidate lesson plans developed when student teaching, interviews with cooperating teachers in the field and with faculty in addition to student teaching evaluations clearly indicate candidates' ability to build upon native language skills with new, sequential, long-range and continuous experiences in Spanish.

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.

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

Secondary education and Spanish course work, exams, and assignments indicate that candidates have a clear understanding of how students differ in their approaches to learning.

Candidate reflections, analysis, and observations on how disabilities impact others, adapting to student needs, tutoring experiences, lesson construction evidencing awareness of diverse needs and how to plan for them, and the implementation of ACTFL proficiency guidelines all demonstrate the candidates' ability to create evaluate, and redesign instructional opportunities that are adapted to assist students with diverse needs.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs			X

Element			
3.2 Accommodating Individual Learning Needs		X	

Review of course syllabi in the secondary education courses provides ample information specific to the roles that gender, age, socioeconomic background, ethnicity, and other factors play regarding individual perception of self and others. In addition, Spanish coursework emphasizes the role culture plays relative to individual perception of self and others. Course assignments and exams provide additional evidence that candidates are able to demonstrate an in-depth understanding of how to adapt instruction for individual needs.

Observations of micro- and macro-teaching, candidate lesson plans, and student teacher evaluations along with conferences with cooperating teachers and faculty clearly demonstrate the ability to create a variety of different learning activities enabling students to grasp the significance of cultural differences and similarities.

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.

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

A review of course syllabi in both secondary education course work and Spanish education course work, course objectives and requirements, problem-solving assignments, exams, and a faculty interview provide evidence that candidates clearly understand how to develop a variety of instructional strategies that improve students' critical thinking, problem solving, and performance skills.

The consistent use of a variety of appropriate instructional strategies to develop students' critical thinking, problem solving, and performance skills is evident in candidates' written reflections on student reactions to the lessons; the use of direct instruction, the silent way methodology, TPR; developing a learning community, and lesson plans.

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

Review of course syllabi, course requirements, assignments, exams, and a faculty interview provide evidence that candidates are able to demonstrate adequate understanding of how to use and adapt authentic materials for Spanish instruction.

Candidate lesson plans, reflections, observation of micro- and macro-teaching, and course portfolios provide evidence that candidates demonstrate an adequate ability to use and adapt authentic materials for foreign language instruction.

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

Element CORE	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**	

Review of course syllabi, course requirements, classroom management assignments, exams, and a faculty interview demonstrate that candidates understand principles, motivation, and management for safe and productive student behavior.

Candidate lesson plans, practice teaching summaries, reflections, student observations/evaluations of teaching performance, practicum reactions, use of a variety of group activities, micro-teaching evaluation forms, assessments by cooperating teachers, and portfolios provide evidence that candidates are able to create, manage, and modify safe and productive learning environments.

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.

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

Foreign language proficiency is all about the development of communication skills. Review of the syllabi, course requirements, assignments, exams, and interviews with candidates and faculty provide ample evidence that candidates clearly demonstrate the ability to model and use communication skills appropriate to professional settings.

Candidates written documents in Spanish, essays on the development of literacy in the content areas, lesson plans on writing and reading proficiency, cross-cultural communication scenarios, ACTFL proficiency assessments, and microteaching evaluation forms provide clear and convincing evidence that candidates are able to create learning experiences that consistently promote students' higher order thinking and communication skills, including listening and speaking, and writing.

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

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

Review of course syllabi and requirements, assignments, exams, and interviews with candidates and faculty provide clear evidence that candidates demonstrate

understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals.

Classroom observation analysis by peers; candidate presentations where they create their ideal culture; lesson plans on listening, reading, speaking and writing that use a variety of teaching methods; observations of micro- and macro-teaching; interviews with candidates and cooperating teachers; and instruction based on Hispanic community contexts provide evidence that candidates are able to plan and prepare instruction based upon complex and differentiated consideration of students' needs and community contexts and knowledge of subject matter and curriculum goals.

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

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

Review of course syllabi, assignments, and exams indicate that candidates demonstrate understanding of a variety of formal and informal student assessment strategies to evaluate student performance and to determine teaching effectiveness.

Candidate evaluations on test effectiveness using item analysis, the use of pre- and post-listening assessments using a cloze, development of fill-in-the-blank, true and false, and short answer tests provide evidence that candidates are able to use formal and informal assessment strategies that impact student learning.

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

Strategies			

Review of course syllabi, assignments and exams indicate that American Council on Teaching of Foreign Language (ACTFL) assessment guidelines are incorporated into curriculum in several Spanish courses and that candidates demonstrate adequate understanding of the need to assess progress in the five language skills, as well as cultural understanding.

Student reflections, lesson plans, discussions with candidates, and classroom observations provide evidence demonstrating candidates' ability to modify teaching and learning strategies based on assessment results in order to enhance individual student competencies in Spanish.

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.

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

Review of candidate reflections, course syllabi, and assignments provide clear and convincing evidence that teacher candidates demonstrate an adequate ability to be reflective practitioners who are committed to their profession.

Observations of candidates while student teaching; conversations with candidates, a college supervisor, and cooperating teacher; and statements of beliefs provide evidence that teacher candidates display an adequate ability to engage in purposeful mastery of the art and science of teaching.

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

Element CORE	Unacceptable	Acceptable	Target
10.1 Interacting in with			

Colleagues, Parents, and Community in Partnerships		X	

Review of course syllabi, course requirements, assignments, and exams provide evidence that teacher candidates are knowledgeable concerning effective, professional interactions with colleagues and other members of the community to support students' learning and well being. Conversations with student teachers, interviews with college faculty and a supervisor, and reports of practicum experiences provide evidence that candidates understand the social, ethical, legal, and political contexts effecting interaction within the school and community.

Review of course syllabi, course requirements, assignments, and exams provide evidence that candidates are knowledgeable concerning foreign language career and life opportunities available to Spanish speaking students. Interviews with college faculty and candidates provide evidence that candidates have many opportunities to communicate in the language with native speakers. Native speakers are invited into the classroom on a regular basis to dialogue with the candidates; in addition, there are some candidates who are native Spanish speakers.

Interviews with college faculty, cooperating teachers, and candidates and written personal reflections provide evidence that candidates have ample opportunity to learn about opportunities related to career awareness, communication in Spanish, and cultural awareness. For example, many candidates return from their two-year mission in foreign service where they learn to speak Spanish and participate in community experiences. They learn about a variety of careers while living in other countries as well as those available here in the United States.

Recommended Action on All Standards:
 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: BYU – Idaho   **Review Dates**: October 16-20, 2004
Standards(s) Reviewed: Health

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.

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

A review of course syllabi, general program requirements, descriptions of required course of study, student work samples, and assessment data provides indication that candidates have an appropriate understanding of subject matter. Further interviewing of candidates and observations of course summative projects show indication that they recognize the application of health related concepts in a way that adds meaning and relevance.

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

Examination of course syllabi, sample student work, sample lesson designs, and faculty and candidate interviews indicate that candidates have appropriate knowledge of high-risk behavior and plan effectively to instruct students in its avoidance. Further, through interviews with faculty and students, it is evident that instruction and application opportunities are provided for dealing with sensitive and controversial topics of study.

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

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

Candidates demonstrate a strong understanding of learning theory and child development. Course work and field experiences provide opportunities for candidates to support student's intellectual, social, and personal development. Evidence supporting these findings includes review of course syllabi, sample student work, sample lesson designs, and faculty and candidate interviews.

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.

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

A review of course syllabi, descriptions of required course of study, student work samples, and faculty and student interviews indicate that candidates understand the various learning styles and needs of individual students. Special attention is given to lesson design and presentations that focus on a multi-sensory model ("AVK"). Techniques and strategies are modeled by instructors and required of students in assignments and demonstrations.

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.

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

Course outlines provided for required education core classes, student-prepared lesson and unit plans, and interviews of cooperating teachers indicate that candidates have an adequate understanding of multiple instructional strategies. In addition, candidates are provided ample opportunities to design and practice these strategies as required components of their coursework and field work experiences.

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

Element CORE	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	

Review of course syllabi, student work samples, lesson and unit plans, and interviews with candidates provide evidence of an adequate understanding of the principles of motivation and classroom management. Candidates are given opportunities to practice and demonstrate strategies for creating positive learning environments.

Element ENHANCEMENT	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	

Review of course syllabi, student work samples, lesson and unit plans, and interviews with candidates provide evidence that candidates encourage students to participate in health-enhancing activities and provide organization and management to ensure safe physical activity and health-enhancing behaviors.

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.

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

Examination of course outlines and required assignments, review of sample student work, and interviews with candidates and program graduates provide indication that candidates are well prepared in presentation and communication skills. A review of the summative portfolio project required by the Health Methods course illustrates the strong emphasis place on communication and presentation proficiencies expected from all candidates.

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

Evidence of candidate abilities to address responsible decision-making and alternatives to high-risk behavior is found in course syllabi, student work samples, and class and field experience observation. Course work supports both formal and slang communication associated with at-risk behavior.

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

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

Student-prepared lesson and unit plans, course syllabi from the required education core, and candidate interviews indicate that candidates have a strong understanding of instructional planning strategies. Candidates are provided ample opportunities to design and implement lessons and units during classroom and field experiences.

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

Based on candidate and instructor interviews, samples of student work and samples of candidate course work, it is evident that candidates plan instruction based on curriculum standards and are sensitive to community values and acceptable practices.

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.

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

As evidenced by course outlines, class observation and samples of course assignments, candidates demonstrate a clear understanding and application of formal and informal assessment strategies. Candidates use assessment information to inform future instructional decisions.

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.

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

Based on interviews with faculty, candidates, and cooperating teachers, candidates demonstrate a commitment to professional standards and the teaching profession. Elements of professional commitment and responsibility are clearly addressed in course content and syllabi and are actively modeled by faculty. Candidates are given ample opportunity to reflect and respond to professional standards in both their education core classes and content methods course.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as		X	

Element CORE	Unacceptable	Acceptable	Target
Reflective Practitioners			
9.2 Developing the Art and Science of Teaching		X	

Candidates demonstrate an understanding of the legal requirement unique to dealing with health related content and health services provided to minors. This includes responsibilities associated with interventions concerning the disclosure of sensitive nature or high risk behavior. Evidence of this understanding was obtained through review of required course outlines, candidate reflective writing, interviews with faculty and interviews with candidates.

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.

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

Candidates demonstrate an understanding and ability to interact with teachers, administrators, and school support personnel. Candidates in the health education program extend this participation through a program of "Comprehensive School Health Assessments" offered to surrounding public school districts. Organized, conducted, and reported to district administrations and school staffs, this service is a valuable experience for candidates of the health education program. Partnership experiences are documented through candidate, faculty and cooperating teacher interviews, and field experience observations.

Recommended Action on All Standards:
  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: BYU Idaho   **Review Dates**: October 16-20, 2004
Standards(s) Reviewed: Mathematics Education

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.

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

Review of course syllabi, general program requirements, student work samples and assessment data indicate candidates understand the subject matter. Further observations of class sessions and interviewing of candidates validate their ability to make central mathematics concepts meaningful and relevant to students.

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

As demonstrated by review of course syllabi, sample student work, sample lesson designs, and faculty and candidate interviews, candidates demonstrate an appropriate knowledge of mathematics standards and statistical applications necessary for data analysis and interpretation. Candidates demonstrate content knowledge understanding while teaching college level mathematics to university students and work with junior high students in tutorial settings.

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.

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

Based on an examination of course syllabi, sample student work, sample lesson designs, and faculty and candidate interviews, it is apparent that candidates understand learning theory and child development. Course work and field experiences provide opportunities for candidates to support their students' intellectual, social, and personal development.

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.

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

Candidates demonstrated an adequate conceptual understanding of the various learning styles and needs of students. A review of course syllabi of required courses, student work samples, and faculty and student interviews support this observation. Opportunities for candidates to demonstrate adaptation skills were evident in observation evaluations and field experience reflection papers.

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.

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

Course outlines provided for the required core for education students and mathematics methods course, student-prepared lesson and unit plans, and interviews of candidates indicate that candidates have an adequate understanding of multiple instructional strategies. In addition, candidates are provided ample opportunities to design and practice these strategies as required components of their coursework and field experiences.

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

Examination of candidate work samples, education core syllabi, and departmental methods course of study indicates that candidates demonstrate understanding of mathematical tools, models, and problem solving approaches that lead to student understanding.

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.

Element CORE	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	

Candidates receive instruction in a wide variety of management and motivational strategies and are provided opportunities to apply and practice these skills during in-class micro-teaching, practicum, and field experiences. Supporting evidence was found through review of course syllabi, student work samples, lesson and unit plans, and interviews with candidates and cooperating teachers.

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.

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

Examination of course outlines and required assignments, review of sample student work, and interviews with candidates and program graduates provide indication that candidates are well prepared in presentation and communication skills. Presentation skills are required components of the education core methods and content methods courses. Candidates are additionally required to provide instructional presentations to college entry-level mathematics courses on campus.

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

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

Element CORE	Unacceptable	Acceptable	Target
Skills in Connection with Students' Needs and Community Contexts		X	

A review of student-prepared lesson and unit plans, course syllabi from the required education core, and interviews of candidates indicate that candidates have an adequate understanding of instructional planning. Candidates are provided ample opportunities to design and implement lessons and units in classrooms and field experiences.

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.

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

Candidates demonstrate understanding of how assessment information can be used to inform future instructional decisions. Support evidence included course outlines, class observation, and samples of candidate's class assignments. Further, candidates demonstrate a clear understanding and application of formal and informal assessment strategies.

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.

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

Interviews with faculty, candidates, and cooperating teachers indicate that candidates understand and demonstrate commitment to professional standards and the teaching profession. Elements of professional commitment and responsibility are clearly addressed in course content and syllabi and are actively modeled by faculty.

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.

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

Candidates demonstrate a professional manner of interaction with colleagues, parents, and other members of the community. Examination of course syllabi and interviews with candidates, cooperating teachers, and public school administration support this finding.

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.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
11.1 Significant mathematical connections.		**X**	
11.2 Applications of mathematical connections.		**X**	

As evidenced by course outlines, class observation and samples of candidates' course assignments, candidates demonstrate a clear understanding of the linkage between mathematics concepts and other fields and disciplines. Course work and assignments focus attention on applied mathematics concepts and their applications.

Recommended Action on All Standards:
  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: BYU Idaho   **Review Dates**: October 16-20, 2004
Standards(s) Reviewed: Professional Technical Education Foundations

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.

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

The candidates understand academic principles, demonstrate mastery of technical and occupational skills, and exhibit the ability to apply knowledge to practical applications and uses. They are able to write and evaluate occupational objectives and competencies, assess occupational needs of the community, and use a variety of instructional methods in their teaching assignments. Evidence included interviews with students and teachers, observation of classes, examination of the self study, and meetings with faculty and administrators.

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.

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

The program provides evidence that teacher candidates demonstrate an adequate understanding of how to integrate general and professional technical content. The candidates as a group have a good background in the use of instructional strategies as evidenced by the work they have done in methods courses and in student teaching.

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

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

The program provides evidence that teacher candidates demonstrate an adequate understanding of subject matter, students, the community, curriculum goals, and the work place. In some instances, candidates demonstrated in-depth understanding of subject matter. Candidates were able to plan and prepare instruction based upon the needs of students, the work place and the community.

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.

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

The program provides evidence that teacher candidates demonstrate an understanding of ways to use and interpret formal and informal assessment methods and strategies to evaluate work-readiness and to make mid-stream corrections to curriculum, instruction, and the program.

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.

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

The program provides evidence that teacher candidates display and demonstrate an adequate, and sometimes in-depth, ability to be reflective practitioners who are committed to their profession. Candidates also display an adequate ability to engage in purposeful mastery of the art and science of teaching, as evidenced by observation of student teachers in their classrooms. They also demonstrate an ability to create a professional development plan and evaluate educational and occupational professionalism.

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.

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

The program provides evidence that teacher candidates understand how to utilize the employment community to validate occupational skills and interact effectively with colleagues and other stakeholders in the school and community.

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

Element FOUNDATIONS	Unacceptable	Acceptable	Target
11.1 Create and Manage a Safe and Productive Learning Environment		X	

The programs provide evidence that teacher candidates demonstrate an adequate ability to create and manage safe and productive learning environments. Evidence includes successful completion of coursework and demonstrated skills in using tools and processes safely.

Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.

Element FOUNDATIONS	Unacceptable	Acceptable	Target
12.1 Competing Demands and Responsibilities of the Workplace.		X	
12.2 Competing Demands of Balancing Work and Personal Life		X	

The program provides evidence that teacher candidates demonstrate adequate knowledge and ability to meet the competing demands and responsibilities of the workplace and to teach about ways to manage the competing demands of balancing work and personal life.

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: BYU Idaho   **Review Dates**: October 16-20, 2004
Standards(s) Reviewed: Agriculture Education

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.

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

The program provides evidence that candidates demonstrate adequate understandings of the processes by which students learn and develop. It also provides evidence of teacher candidates' abilities to provide learning opportunities that support intellectual, social, and personal development to local high school students through the early school experience that prospective teachers are participating in at local high schools.

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

The program provides evidence that candidates demonstrate an adequate understanding of the content that comprises the agriculture discipline. For example, candidate interviews provided the opportunity to explore the breadth of the courses they have taken. Review of the course content reveals that courses tend to be comprehensive, and candidates are able to communicate what they have learned. Most of the candidates speak the language of the discipline indicating some depth of understanding. They are also able to describe the roles that employers play in providing work experiences and

the importance of the family in educational supporting roles and development of work habits and ethics.

Candidates also demonstrate the importance of engaging students in content development as evidenced by their involvement at local high schools in developing lesson materials and helping to translate knowledge of the subject matter to learning activities as they make presentations at the high schools in preparation for student teaching. Practical applications of content knowledge are demonstrated as candidates assist local teachers with FFA Career Development Events and Supervised Agricultural Experiences.

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.

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

The program provides evidence that teacher candidates demonstrate an adequate understanding of the ways that students learn and that they provide opportunities to support the intellectual, social, and personal development of students. For example, the early school experience that is provided to teacher candidates gives them a forum in which they are able to apply the skills they have learned as they interact with high school students. One of the strongest features of the program is the working relationship that each teacher candidate develops as he/she teams with a local teacher in a long-term professional relationship.

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.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	

Element			
3.2 Accommodating Individual Learning Needs	X		

Despite the fact that none of the teacher candidates is yet engaged in the student teaching experience, there is evidence through candidate interviews and the early school experience that an understanding exists of how students differ in their approaches to learning. However, this informal learning environment does not provide an adequate experience in formal classroom teaching to meet the intent of this standard at the present time.

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.

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

The program provides evidence through candidate interviews, course syllabi, and candidate presentations in methods classes that an adequate understanding of instructional strategies has been attained by the teacher candidates; however, none of the candidates has yet performed as a student teacher. Consequently, there is no evidence that candidates have been able to demonstrate the use of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

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

Element CORE	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	

Element CORE	Unacceptable	Acceptable	Target
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments	**X**		

The program provides evidence that the teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior. This is evidenced through candidate interviews and methods class syllabi.   However, the opportunity for the teacher candidates to display the ability to create, manage, and modify safe and productive learning environments has not yet occurred in formal teaching settings. These abilities are demonstrated, honed, and improved as part of the student teaching experience, and evidence to support these teaching skills will not be available until the student teaching experience takes place.

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.

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

The program provides evidence that the teacher candidates demonstrate an adequate ability to model and use communication skills appropriate to professional settings. Candidates were articulate in one-on-one and group settings.   However, the forum where the candidates have the opportunity to demonstrate the ability to create learning experiences that promote higher order thinking and communication skills, including listening, speaking, writing, and expression in other media, can not be demonstrated until the teacher candidates are engaged in the classroom in a formal student teaching experience.

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

Element CORE	Unacceptable	Acceptable	Target
7.1 Instructional Planning			

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

The program provides evidence that teacher candidates demonstrate an adequate understanding to plan and prepare instruction based upon consideration of students' needs and community contexts. These skills and abilities are learned and practiced in teaching methods courses and are not dependent upon a formal classroom setting.

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.

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

The program provides evidence that teacher candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. However, the application of these assessment strategies is dependant upon a formal classroom teaching experience that will occur when the teacher candidates become engaged in student teaching.

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.

Element CORE	Unacceptable	Acceptable	Target

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

The program provides evidence that teacher candidates demonstrate an adequate ability to be reflective practitioners who are committed to their professions. The candidates are enthusiastic about beginning their teaching careers. However, no evidence currently is available to assure that the candidates are able to display and adequate ability to engage in purposeful mastery of the art and science of teaching, since no candidates have become engaged in the student teaching process.

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.

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

The program provides evidence through the early school experience that teacher candidates interact in a professional and effective manner with other stakeholders in the educational process.

Areas of improvement:

#3   There is insufficient evidence that candidates create instructional opportunities that are adapted to learners with diverse needs. Candidates have not yet begun the student teaching component of the program.

#4   There is insufficient evidence that candidates are able to demonstrate the use of instructional strategies to develop students' critical thinking, problem solving, and performance skills. Candidates have not yet begun the student teaching component of the program.

#5   There is insufficient evidence that candidates are able to creats a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Candidates have not yet begun the student teaching component of the program.

#6   There is insufficient evidence that the candidates have the ability to create learning experiences that promote higher order thinking and communication skills, including listening, speaking, writing, and expression in other media. Candidates have not yet begun the student teaching component of the program.

#8   There is insufficient evidence that candidates are able to apply assessment strategies in formal classroom settings. Candidates have not yet begun the student teaching component of the program.

#9   There is insufficient evidence that candidates are able to engage in purposeful mastery of the art and science of teaching. Candidates have not yet begun the student teaching component of the program.

Recommended Action on All Standards:
___ Approved
 X Approved Conditionally
___ Not Approved

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

College/University: BYU-Idaho   **Review Dates**: October 16-20, 2004
Standards(s) Reviewed: Family & Consumer Science

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.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an in-depth knowledge of the content and understand the central concepts, tools of inquiry, and structures of the discipline taught. The program provides evidence that teacher candidates create in-depth learning experiences that make central concepts, tools of inquiry, and structures of the discipline meaningful to students.

The curriculum includes the major areas of the significance of the family, well-being/health and wellness, relationships, planning, selecting, preparing and serving food, apparel design, selection and care, housing design, furnishings and equipment, consumer issues, resource conservation and environmental issues and careers related to family and consumer sciences.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work and assessments provide evidence that candidates demonstrate an in-depth understanding of the importance of engaging students in content development and the role that work-community and families play in shaping the professional-technical discipline. They know how to use materials and resources to contextualize instruction and curriculum and instructional goals in family and consumer science.

Candidates have access to well-equipped laboratories and classrooms where knowledge and skills are demonstrated through completed projects. Each candidate is required to work in the on-campus pre-school lab. Community projects and involvement in FCCLA provide additional in-depth exposure to family and consumer science concepts.

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

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an in-depth understanding of diverse ways of learning and how the developmental domains interact with each other and affect the learning process. Teacher candidates facilitate and provide multiple approaches to support student growth.

The family and consumer sciences curriculum requires candidates to become knowledgeable about human growth and development. Understanding of these concepts is demonstrated through a variety of projects and activities.

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.

Element CORE	Unacceptable	Acceptable	Target
3.1 Understanding of		X	

Individual Learning Needs			
3.2 Accommodating Individual Learning Needs		X	

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an adequate understanding of how students differ in their approaches to learning and that teacher candidates create instructional opportunities adapted to students with diverse needs. In addition to the methods courses, the curriculum requires candidates to take CHILD 210 and other courses that explore ways to deal with students with diverse needs.

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

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an in-depth understanding of instructional strategies needed to develop students' critical thinking problem solving and performance skills and use a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Candidates are required to simultaneously enroll in HFEd 405 and HFEd 450, methods and curriculum development.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
4.1 Understanding of		X	

Element	Unacceptable	Acceptable	Target
Multiple Instructional Strategies			
4.2 Application of multiple instructional strategies		**X**	

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an in-depth understanding of how to seamlessly integrate general and professional-technical content.

Candidates are assessed through oral reports, objective tests, projects, bulletin boards, display cases, written reports, and participation with FCCLA. Presentations must include methodologies to reflect an understanding of multiple intelligences and how to modify instruction to differing learning styles.

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.

Element CORE	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**	

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior and that teacher candidates are able to create, manage, and modify safe and productive learning environments**.**

Candidates receive practical, hands-on experience in classroom management, instructional design and delivery, and educational assessment.

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.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an adequate ability to model and use communication skills appropriate to professional settings. Candidates consistently promote higher order thinking and communication skills, including listening and speaking, writing, and expression in other media.

Candidates have opportunities to use educational technology other communication skills in their presentations in regular classes as well as in HFEd 405: Methods, and HFEd 450: Curriculum Development.

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

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an understanding of how to plan and prepare instruction based on knowledge of subject matter, students, the community, and curriculum goals.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an adequate understanding of subject matter and an ability to present instruction based upon needs of students, work place needs, and community contexts.

Candidates demonstrated their instructional planning skills in HFEd 101, Child 335, and HFEd 450. Candidates develop scope and sequence, community profiles, objectives, and concepts as part of the lesson plans they develop.

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.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an understanding of formal and informal student assessment and are able to use and interpret assessment strategies to evaluate student performance and determine program effectiveness.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an understanding of how to use assessment strategies about student progress and to evaluate work-readiness.

Candidates demonstrate the skills for assessing a variety of family and consumer science areas in HFEd 405. Candidates develop grading policies and rubrics for evaluating student skills and knowledge in HFEd 450.

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.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an adequate ability to be reflective practitioners. They display the ability to engage in purposeful mastery of the art of the science of teaching.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate the ability to develop a professional development plan and evaluate educational and occupational professionalism**.**

Candidates are required to be involved in FCCLA activities to gain an understanding of the role of leadership development as it relates to family and consumer sciences.

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.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate the ability to interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide little or no evidence that candidates understand how to utilize the employment community to validate occupational skills and to interact effectively with colleagues and other stakeholders. The program did not have a formally appointed occupational advisory committee.

Standard 11: Learning Environment – The teacher creates and manages a safe and productive learning environment.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
11.1 Create and Manage a Safe and Productive Learning Environment.		X	

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an adequate ability to create and manage a safe and productive learning environment.

Candidates demonstrate their ability to organize students and materials to facilitate safe, educational experiences in lab settings in the HFEd 450 class.

Standard 12: Workplace Preparation – The teacher prepares students to meet the competing demands and responsibilities of the workplace.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
12.1 Competing Demands and Responsibilities of the Workplace.		X	

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate ability to teach about how to manage the competing demands of balancing work and personal life.

Candidates gain an understanding of workplace expectations in HFEd 380.   The course provides an advanced study of coordinated work experience in the educational setting. Candidates demonstrate an understanding of the concepts related to cooperative education, foundations of occupational education, career pathways and guidance, organizing and working with advisory committees, and organization and administration of student groups. Internships through HFEd 498R allow candidates a variety of experiences pertinent to industry.

Areas for improvement:

10   There is insufficient evidence that candidates understand how to utilize the employment community to validate occupational skills and to interact effectively with colleagues and other stakeholders. The program did not have a formally appointed occupational advisory committee.

Recommended Action on All Standards:
  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: BYU-Idaho   **Review Dates**: October 16-20, 2004
Standards(s) Reviewed: Science Foundations

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.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates in the science programs have a strong background in their specific subject areas and are able to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful, including laboratory exercises that are consistent with curriculum goals and reflect principles of effective instruction.

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.

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

Element **for Development**			

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that science candidates demonstrate an understanding of the conceptions students are likely to bring to class that can interfere with learning. Candidates demonstrate the ability to carry out activities to facilitate students' conceptual change in science.

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.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work and interpretation, and display data indicate candidates have the ability to appropriately use models, simulations, and laboratory/field activities to facilitate students' critical thinking, problem solving, and performance skills.

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.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an

adequate knowledge of how to use standards forms of scientific communications and are able to engage students in the use of standard forms of scientific communications.

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.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work and assessments provide evidence that candidates demonstrate adequate knowledge of recent developments in their fields and an ability to use instruction that incorporates an understanding of recent developments in their fields and knowledge of how students learn science.

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

Element FOUNDATIONS	Unacceptable	Acceptable	Target
11.1 Creating a Safe Learning Environment		X	

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate the ability to model safe practices in the classroom and the laboratory.

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

Element	Unacceptable	Acceptable	Target

FOUNDATIONS			
12.1 Effective Use of Laboratory/Field Experiences		X	

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an adequate ability to explain the importance of laboratory/field experiences in the learning of science.

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: BYU Idaho   **Review Dates**: October 16-20, 2004
Standards(s) Reviewed: Biology

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.

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

Teacher candidates demonstrate an adequate knowledge of content as evidenced by PRAXIS scores, observation of student teaching, and discussions with candidates. Candidates understand and use the tools of inquiry and the structures of the discipline. The program provides evidence that the teacher candidates create learning experiences that make the subject matter relevant to students. Candidates complete a strong curriculum that provides them a broad base of understanding across the discipline. The student teachers were described by their cooperating teachers as being well grounded in the sciences they are teaching in the schools. Candidates conduct a variety of hands-on science projects in the schools to make the science relevant to the students.

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

The program provides evidence that teacher candidates demonstrate an adequate and frequently an in-depth understanding of science content, the nature of scientific

knowledge, and ways to communicate the importance of engaging in the scientific process. In fact, the scientific process is deeply ingrained in the science courses that candidates take as they prepare to teach. Teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts, tools, and processes of science meaningful to students through laboratory and other learning exercises that reflect curriculum goals and principles of effective instruction. This was demonstrated at the student teaching site where a student teacher was observed interacting with students using technology as a tool to teach a key principle of biology.

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.

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

The program provides evidence that an adequate understanding of how students learn and develop has been acquired by teacher candidates and that they find creative ways to support and stimulate students' intellectual, social, and personal development. A number of candidates were interviewed in the methods class and in student teaching settings. Candidates alluded to child development with respect to learning. These references were in the context of their methods courses regarding ways to address learning needs and preferences.

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.

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

The program provides evidence that the teacher candidates demonstrate an adequate understanding of how students differ in the ways that they learn. Candidates create learning opportunities in their teaching adapted to the individual needs of students. They were aware of the different learning styles of students, and they were able to communicate a basic understanding of some ways to work with a combination of different learning styles that occur within a single class of students.

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.

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

The program provides evidence that teacher candidates display an adequate to in-depth understanding of teaching strategies that facilitate development of students' critical thinking, problem solving, and performance skills and that they are able to apply their skills for the benefit of their students. These skills were demonstrated in the student teaching classrooms as the teaching candidates moved from one learning activity to another. In doing so, they addressed multiple instructional strategies and provided students with a variety of opportunities to learn the principles they were teaching.

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.

Element CORE	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	

Teacher candidates demonstrate an adequate to in-depth understanding of the principles of motivation and management of students leading to safe and productive student behaviors. They also demonstrate that they are able to create and maintain safe and productive learning environments for their students. For example, they started class on time and set the stage for high expectations by moving quickly into the day's lesson with an urgency that affected student responses.

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.

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

Teacher candidates demonstrate an ability to communicate with students through the use of questioning techniques, pauses, and deflecting unrelated student responses. They demonstrate adequate abilities to model appropriate professional communication skills that translate into higher order thinking and communication skills on the part of their students. This was evident in the use of "how" and "why" questions.

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

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

The program provides evidence that teacher candidates demonstrate adequate understanding of instructional planning based upon knowledge of the subject matter and curriculum goals. Lessons at the student teaching sites provided evidence that goals and objectives are key elements of lesson plans. The methods courses have helped candidates plan and prepare instruction as evidenced by practice lessons that are given in class prior to going into the schools.

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.

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

Teacher candidates demonstrate adequate understanding of student assessment strategies (formal and informal). They use the strategies to determine teaching effectiveness and to measure student performance. Assessment strategies were used to guide the instructional process. For example, a quiz that was given at the beginning of class was used to gauge the need for further review of lesson materials that had already been taught in earlier lessons.

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.

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

Teacher candidates demonstrate and display an adequate ability to be reflective practitioners who are devoted to their profession, and they engage in purposeful mastery of the art and science of teaching.   Candidates were enthusiastic and anxious to begin their teaching careers. Several of them expressed an urgency to get on with their careers. Several of the candidates changed to science education after discovering that they enjoy working with students. Some expressed that they had chosen a career as an educator over more lucrative careers because they enjoy being part of a positive learning environment.   The candidates also expressed their personal interest in biology and they were committed to the need for all students to gain a basic understanding of science.

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.

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

The program provides evidence that teacher candidates have learned to act in a professional manner with colleagues, parents, and members of the community in support of the learning and well being of the students. They meet with parents as part of the student teaching experience. They also interact with teachers in the host schools and participate in local community events and activities during the time they are engaged in the student teaching experience.

Recommended Action on All Standards:
  _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: BYU-Idaho   **Review Dates**: October 16-20, 2004
Standards(s) Reviewed: Chemistry

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.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an adequate understanding of chemistry and are able to create learning experiences that make the concepts of science meaningful to students.

The chemistry curriculum, Chem. 105 through Chem. 490, provides the teacher with an understanding of the fundamental concepts and principles of chemistry, including kinetic molecular theory, periodicity and atomic structure, solutions, and chemical reactions. The curriculum covers organic, inorganic, and analytic chemistry; physical chemistry; and biochemistry.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments,

student work, and assessments provide evidence that candidates demonstrate an adequate understanding of chemistry through coursework and hands on opportunities with the department; and they create learning experiences that make chemistry meaningful through instructional goals and learning activities, including laboratory exercises. In addition, all chemistry education majors are encouraged to gain practical experience by being employed in the chemistry department as stockroom attendants, instructor assistants, laboratory assistants, and tutors.

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.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work and assessments provide evidence that candidates demonstrate an understanding of misconceptions about science and how these affect student learning and have the ability to carry out activities that facilitate students' conceptual change regarding chemistry. In Chem. 405, students are exposed to the intricacies of scientific knowledge and scientific habits of mind. Faculty members model the ability to solve and think critically about science through discussions, personal insight, projects, and demonstrations. Candidate performance was evident in the samples of journals, projects, and worksheets provided.

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.

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

Needs			

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an adequate understanding of how students differ in their approaches to learning and an ability to create instructional opportunities that are adapted to students with diverse needs. These understandings are delivered through the secondary methods course. Candidate understandings of individual needs could be enhanced if these concepts were included in the chemistry education curriculum.

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.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an understanding of how demonstrations can be effectively used in the classroom. Candidates become familiar with and learn to apply the national and state chemistry standards for teaching.

Candidates have opportunity to enhance their instructional skills as laboratory assistants and as tutors – teaching at the college level. Candidates are introduced to inquiry and process-based methodology.

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.

Element CORE	Unacceptable	Acceptable	Target
5.1 Understanding of		X	

Classroom Motivation and Management Skills			
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an understanding of the principles of motivation and management for safe and productive student behavior and are able to create safe and productive learning environments.

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.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an ability to model and use communication skills and to create learning experiences that promote higher order thinking, listening, speaking, writing, and expression in other media. Candidates develop their communication skills in instrumentation, spreadsheets, computer simulations and technology. Assessments of these skills are through journals, presentations, projects, worksheets and essays.

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

Element CORE	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject		X	

Matter and Curriculum Goals			
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an understanding of how to plan and prepare instruction based on students' needs and community contexts.

While there is not a formal program to get candidates into the classrooms early in their education experience, candidates are sent to do demonstrations and to volunteer in classrooms.

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.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an understanding of formal and informal student assessment strategies and are able to use assessment information to modify and improve program effectiveness.

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

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate the ability to be reflective practitioners and display an ability to engage in purposeful mastery of the art of science of teaching. In addition to their practicum and student teaching experiences, candidates have the opportunity to work as laboratory assistants and tutors.

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.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work and assessments provide evidence that candidates demonstrate the ability to interact in a professional, effective manner through presentations of findings at professional conferences, with colleagues, parents, and other members of the community. Candidates are required to become members of the Student Society of the American Chemical Society.

Recommended Action on All Standards:
 _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: BYU Idaho   **Review Dates**: October 16-20, 2004
Standards(s) Reviewed: Earth Science

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.

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

Teacher candidates demonstrate an adequate knowledge of content.   Evidence includes PRAXIS scores, observation of student teaching, and discussions with candidates and faculty. Candidates understand and use the tools of inquiry and the structures of the discipline. The program of study is complete and exposes candidates to the broad spectrum of earth sciences that will be needed by secondary teachers. It also offers some room for a candidate to concentrate in an area, such as geology. The program provides evidence that the teacher candidates create learning experiences that make the subject matter relevant to students.

Of particular note is the "Geology Tour" where candidates travel with an instructor to important geological sites in Idaho, Wyoming, Utah, and Arizona. Candidates prepare ahead of the trip by researching one of the sites and giving a presentation on their findings to other students when they arrive at the site. The tour lasts for a month, and it gives candidates a high quality outdoor field experience.

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

Meaningful			

The program provides evidence that teacher candidates demonstrate an adequate to in-depth understanding of science content, including the nature of scientific knowledge and strategies to communicate the importance of engaging in the scientific process. Teacher candidates understand the importance and the methods of scientific inquiry, and they demonstrate an adequate ability to create learning experiences that make the concepts, tools, and processes of science meaningful to students. This is accomplished through laboratory and learning exercises and science projects that reflect curriculum goals and principles of effective instruction.

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.

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

The program provides evidence of an understanding of how students learn and develop. Discussions in the methods class provided evidence that the teacher candidates have an understanding about ways that students develop and learn. They are able to demonstrate their understanding by finding creative ways to support and stimulate students' intellectual, social, and personal development. Evidence of this was seen in the creative ways candidates stimulated natural curiosity in their students, encouraging them to learn from charts, specimens, lab activities, etc.

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.

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

Needs			

The program provides evidence that teacher candidates understand differences in individual learning styles of students. Teacher candidates learn to develop lessons incorporating multiple learning approaches in order to adapt their teaching methods to the individual needs of students. Their methods courses address differences in learning styles and suggest ways to address them. Student teachers used a variety of methods to accommodate differences in learning styles.

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

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

The program provides evidence that candidates have an adequate to in-depth understanding of multiple teaching strategies and that they are able to use these strategies and understandings to facilitate development of students' critical thinking, problem solving, and performance skills. Observation at the student teaching sites confirmed that they are able to apply these skills for the benefit of their students. Student teachers moved easily between different class and laboratory activities as they were teaching.

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.

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

Element CORE			
and Positive Learning Environments			

Teacher candidates demonstrate an adequate to in-depth understanding of the principles of motivation and management of students. Application of these skills by prospective teachers leads to safe and productive student behaviors. Teaching candidates are able to demonstrate the ability to create and maintain safe and productive learning environments for their students. They were enthusiastic in their teaching approaches and kept the students moving forward with minimal loss of direction and focus.

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.

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

Teacher candidates demonstrate adequate abilities to model appropriate professional communication skills. The candidates interviewed were articulate. Teacher candidates were able to communicate the need for students to stay on task. They also demonstrated higher order thinking and communication skills as they worked with students. They asked "how" and "why" questions that require students to interpret and analyze information.

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

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

Students' Needs and Community Contexts			

The program provides evidence that teacher candidates demonstrate adequate understanding of instruction planning based upon knowledge of the subject matter and curriculum goals. Lessons at the student teaching sites provided evidence that goals and objectives are key elements of lesson plans. Planning and preparation for instruction have been enhanced by the methods courses that the teacher candidates have taken.

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.

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

Teacher candidates demonstrate adequate understanding of student assessment strategies (formal and informal). They use the assessment strategies to determine teaching effectiveness and to improve student performance. Teacher candidates are able to connect assessment with adjustments in instruction, such as changes in the delivery methods or modification of the curriculum based upon student performance.

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

Element CORE	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	

Element CORE	Unacceptable	Acceptable	Target
9.2 Developing the Art and Science of Teaching		X	

Teacher candidates demonstrate and display an adequate ability to be reflective practitioners who are devoted to their profession. The candidates, as a group, were eager, enthusiastic, and anxious to begin their teaching careers. They demonstrated high levels of commitment to their goals and their anticipated careers. They demonstrate engagement in purposeful mastery of the art and science of teaching through mock lessons in their methods classes and teaching under the mentorship of master teachers in the student teaching sites.

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.

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

The program provides evidence that teacher candidates have learned to act in a professional manner with colleagues, parents, and members of the community in support of the learning and well being of the students. Student teachers are engaged with parents and community members through parent/teacher conferences. They also interact with teachers in the host schools.

Recommended Action on All Standards:

  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: BYU-Idaho   **Review Dates**: October 16-20, 2004
Standards(s) Reviewed: Physics

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.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an adequate knowledge of physics and the ability to create learning experiences that make concepts of physics meaningful to students, including laboratory exercises that are consistent with curriculum goals and reflect principles of effective instruction.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate a broad knowledge base in physics and skills in scientific problem-solving, working in groups, and laboratory use.

The physics curriculum, Ph 121 through Ph 410, helps candidates acquire a broad knowledge base in physics and develop skills in scientific problem-solving, working in groups, mathematics, computer an software applications, communication, information synthesis, and laboratory use.

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.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate the understanding that physics embodies a style of thinking and a discipline that can give new perspectives and approaches and model skills and habits of scientific inquiry.

Knowledge of human development and learning is covered in Ph 403: Methods of Physics Teaching.

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.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments,

student work, and assessments provide evidence that candidates demonstrate an adequate understanding of how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse needs.

Candidates demonstrate the ability to adapt curriculum to students with diverse needs in Ph 403. Assessments include writing assignments, class presentations, and projects.

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.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an understanding of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills and knowledge of the core assumptions of current physics education research and apply those findings to the secondary physics curriculum.

Candidates gain an understanding of multiple instructional strategies through Ph 150, Ph 250, and Ph 410. Candidates demonstrate the ability use teaching aids from a complete array of equipment and facilities.

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.

Element CORE	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	

Element	Unacceptable	Acceptable	Target
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior and create, manage, and modify safe and productive learning environments.

Hands-on experience in selected physics topics with emphasis on depth-of-understanding and developing skills essential to the scientific process are demonstrated by candidates in Ph 403.

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.

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work and assessments provide evidence that candidates demonstrate the ability to present scientific data, the ability to model and use communication skills and promote higher order thinking and communication skills and expression in other media.

Candidates gain an understanding of communication skills through Ph 150: Beginning Physics Lab: Ph 250: Intermediate Physics Lab, Ph 336: Advanced Physics Lab, Ph 403: Methods of Physics Teaching, and Ph 410: Physics by Inquiry. Candidates are expected to model skills and habits of scientific inquiry. Performance is assessed through participation, written assignments, laboratory reports, and projects.

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

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an understanding of how to plan and prepare instruction based on knowledge of subject matter, students, the community, and curriculum goals and contexts.

Candidates receive basic instructional planning knowledge and skills through SecEd 370. Candidates are encouraged to apply for paid lab assistantships to help expand their planning skills. Candidate understandings of instructional planning could be enhanced if these concepts were included in the physics education curriculum.

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

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an adequate understanding of formal and informal student assessment and use and

interpret formal and informal assessment strategies to evaluate student performance and determine program effectiveness.

Sec Ed 370 and PH 403 provide candidates with an understanding of how to assess academic strengths and weaknesses, write objective tests, and create scoring guides. Candidates work with individual students to assess, remediate, and enhance their learning. Candidate performance is assessed through journals, rubrics, lesson plans, quizzes, peer analysis, and portfolios.

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

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

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate the ability to be reflective practitioners, reach viable scientific conclusions, keep current in scientific research findings and display an adequate ability to engage in purposeful mastery of the art and science of teaching.

Candidates demonstrate the importance of keeping current on scientific research findings and are expected to engage in scientific inquiry. Candidates are expected to affiliate with the American Association of Physics.

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.

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

Partnerships			

Interviews conducted with the department chair, director, faculty, several candidates, and student teachers as well as a review of the course materials, class assignments, student work and assessments provide evidence that candidates demonstrate the ability to interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

Candidates participate in internships during their junior year. They also participate in numerous field trips and tours of industry sites.

Recommended Action on All Standards:
  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: BYU-Idaho   **Review Dates**: October 16-20, 2004
Standards(s) Reviewed: Social Studies

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.

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

Review of course syllabi and student work products, interviews with faculty and candidates, student teacher observations, and an examination of the overall curriculum indicate that the program provides evidence that teacher candidates demonstrate an appropriate knowledge of subject matter.

The same evidence, particularly student teacher observations, indicates that candidates have knowledge regarding how to make subject matter meaningful.

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

Course syllabi, the overall program/curriculum design, and student teacher observations indicate that candidates are receiving content instruction that deals with the central concepts, the tools of inquiry, and the structure of the discipline. Examples of candidate course work supported this conclusion. Discussion with faculty indicated that considerable thought has gone into designing the curriculum to make certain that knowledge of subject matter is conveyed to students.

Candidates take courses in several social studies disciplines. Curriculum options create the possibility that candidates could fulfill all of the requirements with upper division courses in history only.

A pilot program that featured a block situation where candidates formed a cohort and took content course work and pedagogy together for eight weeks was especially conducive to making subject matter meaningful. Discussion with candidates validated this. Candidates in almost every content course make presentations of course material to colleagues. Social studies methods instructor supervises student teachers.

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.

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

All candidates take course work that provides information regarding how students learn and develop.

Observation of student teachers and interviews with cooperating teachers indicate that the candidates possess knowledge of how students learn and apply that knowledge to the classroom setting. Candidates received opportunities to tutor students and design tutoring plans.

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

The program curriculum requires courses that include content material that emphasizes how leadership, group, and cultural influences contribute to intellectual, social, and personal development.

The program provided little evidence that candidates demonstrate an adequate ability to provide adequate opportunities to perform community service relevant to the social sciences.

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.

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

The syllabus for Sec. Ed. 322 Exceptional Students provides evidence that candidates study how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Interviews with student teachers confirmed that the student teachers were working to create instructional opportunities that are adapted to learners with diverse needs. Course instructors model this concept.

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.

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

The courses in the content area model multiple instructional strategies. Methods courses include information on multiple instructional strategies. Evidence includes lesson plans that students developed that utilize multiple instructional strategies for Sec. Ed. 205 and Sec. Ed 370.

Observation of student teachers provided evidence that candidates applied multiple instructional strategies to their classroom situations.

Candidates had the opportunity to teach the lesson they developed for Sec. Ed 370 and 205 and then reflect on that process.

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.

Element CORE	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	

candidates understand classroom motivation and management. Course syllabi faculty interviews, and student interviews indicate this.

Observation of student teachers provided some evidence that teacher preparation candidates created, managed, and modified for a positive learning environment. Interviews with cooperating teachers and building administrators indicated that candidates would benefit from better preparation in this area.

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.

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

Candidates learn communication skills in several required courses. Many social studies course syllabi include some kind of presentation as a course requirement.

Observation of student teachers provided evidence that candidates apply thinking and communication skills. Observation of candidates in several on-campus courses confirms this.

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

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

Course syllabi and student work products provide ample evidence that candidates possess instructional planning skills based on subject matter, students, the community and curricular goals.

A lesson plan provided prior to a student teacher observation provides additional evidence.

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.

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

Strategies			

candidates gain understanding of formal and informal assessment strategies through coursework. They use and interpret program and student assessment strategies in practicum and during the student teaching experience. Examples and reflection upon the assessment process provide evidence.

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.

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

Reflection documents provide evidence that the teacher candidates are reflective practitioners. Candidate interviews confirmed this.

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.

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

The student teaching agreements between school districts and the institution provide evidence of this. Letters from school personnel confirm this.

Recommended Action on All Standards:
 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: BYU-Idaho   **Review Dates**: October 16-20, 2004
Standards(s) Reviewed: History

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.

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

Course syllabi and the overall program/curriculum design indicate that candidates are receiving content instruction that deals with the central concepts, the tools of inquiry, and the structure of the discipline. Examples of candidate course work supported this conclusion. Discussions with faculty indicate that considerable thought has gone into designing the curriculum to make certain that knowledge of subject matter is conveyed to students.

A pilot program that featured a block situation where candidates formed a cohort and took content course work and pedagogy together for eight weeks was especially conducive to making subject matter meaningful. Discussion with candidates validated this. Candidates in almost every content course make presentations of course material to colleagues.

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

The program faculty members have engaged in a concerted effort to add the upper division offerings to the history program. Since the program allows candidates to chose two courses from the American History course offering and the candidates take American Heritage 170 in lieu of a traditional United States History survey, it would be possible for a candidate to complete the program without having course work that met all the standards in terms of "exploration and expansion…; the effect of migration and immigration on the evolution of the United States, …..responses to industrialization and technological innovation, etc.

Evidence from interviews with student teachers and cooperating teachers indicates that candidates demonstrate an adequate ability to create learning experiences that incorporate contemporary history into curriculum to show the relevance of history. Student teacher observations validate this viewpoint. The program design might allow a candidate to complete all of the requirements without having a modern United States course that would make it difficult for candidates to incorporate contemporary history into curriculum to show the relevance of history.

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

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

Course syllabi, student work products, and interviews with candidates provide evidence that the teacher candidates have knowledge of human development and learning.

School observation, interviews with student teachers, and interviews with cooperating teachers provide evidence that this knowledge is utilized in the classroom setting.

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.

Element CORE	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning		**X**	

Element			
Needs			
3.2 Accommodating Individual Learning Needs		X	

Work products from Sec Ed 322 provide evidence that candidates understand individual learning needs.

Interviews with student teachers and cooperating teachers provide evidence that student teachers accommodate individual learning needs.

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

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

The courses in the content area model multiple instructional strategies. Evidence includes lesson plans that students developed that utilize multiple instructional strategies for Sec. Ed. 205 and Sec. Ed. 3770.

Candidates had the opportunity to teach the lesson they developed for Sec. Ed 370 and 205 and then reflect on that process. Observation of student teachers provided evidence that candidates utilize multiple instructional strategies.

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.

Element CORE	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	

Element CORE	Unacceptable	Acceptable	Target
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

Course syllabi and interviews with faculty and candidates provide evidence that the teacher candidates have knowledge regarding motivation and behavior and creating a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Observation of student teachers, interviews with cooperating teachers, and interviews with building supervisors indicate that classroom management is an area where more practical experience prior to student teaching would benefit teacher candidates.

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.

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

All candidates are required to take coursework that includes communication skills. Most history courses include requirements for presentations as well as extensive writing.

Classroom observations of student teachers provide evidence that candidates apply thinking and communication skills. Visits to on-campus classes provided additional evidence regarding the ability of candidates to communicate well.

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

Element CORE	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with		X	

Knowledge of Subject Matter and Curriculum Goals			
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		**X**	

Course syllabi and student work products provide evidence that candidates have instructional planning skills in connection with knowledge of subject matter and curriculum goals.

Actual lesson plans provide evidence that the candidates possess instructional planning skills in connection with student's needs and community contexts.

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.

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

Student work samples from Sec Ed 370, including ISAT analysis worksheets, provide evidence that teacher candidates possess knowledge of assessment.

Candidate reflection pieces indicate that the teacher candidates used and interpreted program and student assessments.

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.

Element CORE	Unacceptable	Acceptable	Target

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

Student work products provide evidence that candidates are reflective practitioners. Interviews with candidates, student teachers, and cooperative teachers confirmed this.

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.

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

Course observations provided evidence that candidates have experience working with colleagues. Interview with building administrator provided evidence that teacher candidates interact in a professional manner with the community.

Recommended Action on All Standards:
  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: BYU Idaho   **Review Dates**:
October 16-20, 2004
Standards(s) Reviewed: Visual-Performing Arts Foundations

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.

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

The program requirements provide indications through course syllabi case scenarios, and lesson plans that candidates study a variety of aspects of theatre and art. The program provides evidence that teacher candidates demonstrate adequate knowledge of historical, critical, performance, and aesthetic concepts, and a technical and expressive proficiency in a particular area of the visual and performing arts.

Discussion with the candidates, observations of student teachers, and interviews with cooperating teachers indicate that they demonstrate knowledge of historical, critical, performance, and aesthetic concepts, and a technical and expressive proficiency in a variety of areas of the visual and performing arts.

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.

Element FOUNDATIONS	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	

The program syllabi, case scenarios, exams, candidate reflections, classroom management assignments, and summaries of student teaching provide evidence that candidates exhibit the ability to integrate whole body learning into the their art instruction.

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

Element FOUNDATIONS	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	

The review of lesson plans, student teacher evaluations, and syllabi provide evidence that teacher candidates demonstrate adequate knowledge of sequential, holistic, and cumulative processes and the use of the tools necessary for the communication of ideas.

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.

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

A review of syllabi, candidate work samples, lesson and unit plans indicate that the candidates demonstrate knowledge of how to assess students' learning and creative processes, as well as finished products.

Discussions with faculty, a student teacher, and candidates; student exhibits, art shows, drama productions, lesson plans, and observations of student teaching provide evidence that teacher candidates demonstrate an adequate ability and experiences that provide students with equal opportunities for display, performance, and recognition for what they know and can do in the arts. Theatre is beginning to work on more assessment strategies.

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.

Element FOUNDATIONS	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		**X**	

Drama productions, art gallery displays, student teacher evaluations, and candidate reflections validate that candidates demonstrate an ability to provide candidates with equal opportunities for display, performance, and recognition for what they know and can do in the arts.

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.

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

Reviewing syllabi, candidate reflections, exit interviews, docent responsibilities at Spori Art Gallery for visiting public school students and the community along with tutoring students in the public schools provide evidence that candidates demonstrate

adequate knowledge of how to articulate and promote the arts for the enhancement of the school and the community.

Standard 11: The Safe Learning Environment - The teacher creates and manages a safe productive learning environment.

Element FOUNDATIONS	Unacceptable	Acceptable	Target
11.1 Safe Learning Environment		X	

Candidate lesson plans, course requirements and syllabi, discussions with faculty and candidates, and candidate reflections provide evidence that teacher candidates demonstrate an adequate ability to instruct students in procedures that are essential to safe arts activities, to manage the simultaneous daily activities of the arts classroom, and to operate/manage performance and/or exhibit technology safely.

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: BYU Idaho   **Review Dates**:
October 16 – 20, 2004
Standards(s) Reviewed: Music

BYU Idaho's School of Music was first accredited by the National Association of
Schools of Music (NASM) in 1956 when BYU Idaho was Ricks College. After
becoming a four-year institution, BYU Idaho completed a self-study for accreditation
renew. NASM conducted a site visit in 2000. On July 15, 2003, NASM granted BYU
Idaho plan approval for Bachelor of Musical Arts and Bachelor of Arts in Music
Education programs with final approval upon submission of transcripts from three
graduates (April 2003 and December 2003). Transcripts will be sent in by the end of
October 2004 and NASM will grant final approval by the end of November 2004.

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: BYU Idaho   **Review Dates**:
October 16-20, 2004
Standards(s) Reviewed: Art

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.

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

Review of required curriculum for certification in Art Education, syllabi, course assignments, exams, discussions with candidates, and faculty interviews provide evidence that candidates demonstrate in-depth knowledge of content. In addition, seven out of ten candidates passed the Praxis II in 2003-2004, providing additional evidence of adequate knowledge related to the central concepts, tools of inquiry, and structures of the discipline taught.

Review of candidate lesson plans, art portfolios, curriculum, interviews with the candidates, cooperating teachers, the art faculty, and observation of a student teacher provide evidence that candidates are able to create meaningful learning experiences.

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

As reflected in the curriculum, course assignments, and performance portfolios, the candidates are excellent models in the discipline since the department has high

expectations of the candidates not only as educators but as artists who demonstrate adequate knowledge of historical, critical, performance, and aesthetic concepts. Consequently, the evidence demonstrates that candidates have adequate knowledge of historical, critical, performance, and aesthetic concepts and are proficient role models.

Observations of student teaching, conferences with the candidates and a student teacher, conversations with the art faculty, and lesson plans provide evidence that candidates are able to help students create, understand, and become involved in the traditional, popular, folk, and contemporary arts as relevant to the students' interests and experiences. The candidates also demonstrate an ability to instruct students in interpreting and judging their own artwork since many of them participate as judges.

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.

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

Review of syllabi, course assignments, exams, and text results provide evidence that candidates understand how students learn and develop.

Candidates demonstrate their ability to support students' intellectual social, and personal development through their student teaching experience, their essays linking various theories to art instruction, and lesson plans.

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.

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

Needs			

Secondary course work, exams, and assignments provide evidence that candidates demonstrate an understanding of how students differ in their approaches to learning.

Observation and an interview with a student teacher who demonstrated awareness concerning individual student's art abilities and who provided learning experiences conducive to their needs, such as more time to complete a project provide evidence that candidates can create instructional opportunities that are adapted to students with diverse needs. In addition, lesson plans, culminating portfolios as a course requirement, reflections, and written analysis of instructional situations provide evidence that candidates can redesign instructional opportunities to assist students with diverse needs.

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

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

A review of course syllabi, lesson plans implementing technology and other media, reflections discussing classroom problems and how they were managed, and interviews with the faculty provide evidence that candidates display understanding of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills.

Observation of student teaching and conversations with teacher candidates, cooperating teachers and art faculty provide evidence that candidates are able to use a variety of instructional strategies to develop students' problem solving and performance skills.

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

Element CORE	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**	

Course syllabi and assignments, reflections, and candidate classroom management plans provide evidence that candidates demonstrate understanding of principles, motivation, and management for safe and productive student behavior.

Candidate reflections, practice teaching summaries, discussions with candidates and faculty interviews provide evidence that candidates are able to create, manage, and modify safe and productive learning environments.

Element ENHANCEMENT	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**	

Review of candidate reflections, course syllabi and assignments, classroom management plans, discussions with candidates, and interviews with faculty provide evidence that candidates display basic understanding of the principles, motivation and management for safe and productive student behavior.

Observation of a student teacher, discussions with the faculty, and candidates' student teaching reflections provide evidence that candidates are able to create, manage, and modify safe and productive learning environments.

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.

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

Review of syllabi and course assignments, candidates' writing samples, dialoguing with candidates, candidate reflections on teaching ESL students and on communicating with their students in the classroom, and essay exams demonstrate candidates' ability to model and use communication skills appropriate to professional settings.

Review of candidates' papers on critical thinking using appropriate questions in different settings, lesson plans, interviews with faculty and candidates, observation of a student teacher, and a discussion with a cooperating teacher provide evidence that candidates are able to create learning experiences that promote higher order thinking and communication skills.

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

Review of syllabi and course assignments, candidates' writing samples, dialoguing with candidates, candidate reflections on teaching ESL students and on communicating with their students in the classroom, and essay exams demonstrate candidates' ability to model and use communication skills appropriate to professional settings.

Review of candidates' papers on critical thinking using appropriate questions in different settings, lesson plans, interviews with faculty and candidates, observation of a student teacher, and a discussion with a cooperating teacher provide evidence that candidates are able to create learning experiences that promote higher order thinking and communication skills.

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

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

Review of course syllabi and assignments, exams, a demonstration lesson using direct instruction and discussions with faculty and candidates provide evidence that candidates are able to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals.

Review of a curriculum project, an integrated lesson plan where candidates are required to integrate art with science (forensic art), math, and English and where guest speakers present to the classes, and discussions with faculty and candidates provide evidence that candidates are able to plan and prepare instruction based upon consideration of students' needs and community contexts.

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

Review of course syllabi and assignments, exams, a demonstration lesson using direct instruction, and discussions with faculty and candidates provide evidence that candidates are able to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals.

Review of a curriculum project, an integrated lesson plan where candidates are required to integrate art with science (forensic art), math, and English and where guest speakers

present to the classes, and discussions with faculty and candidates provide evidence that candidates are able to plan and prepare instruction based upon consideration of students' needs and community contexts.

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.

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

A review of syllabi, course assignments, exams, lesson plans that include appropriate assessments related to the objectives; candidate reports on the implementation of a variety of assessments in the classroom; and discussions with faculty and candidates provide evidence that candidates are able to demonstrate an understanding of formal and informal student assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

A review of the program requirements, candidate reports where they administered and completed ISAT analysis with classroom students, the use of rubrics by instructors in the program, observations of modeling by faculty and candidates specific to critique of art pieces, lesson plans, observation of student teacher using assessment criteria of her students' pieces, and discussions with faculty and candidates provide evidence that candidates use and interpret formal and informal assessment strategies to evaluate student performance and determine program effectiveness.

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

A review of syllabi, course assignments, exams, lesson plans that include appropriate assessments related to the objectives, candidate reports on the implementation of a variety of assessments in the classroom, and discussions with faculty and candidates provide evidence that candidates are able to demonstrate an understanding of formal and informal student assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

A review of the program requirements, candidate reports where they administered and completed ISAT analysis with classroom students, the use of rubrics by instructors in the program, observations of modeling by faculty and candidates specific to critique of art pieces, lesson plans, observation of student teacher using assessment criteria of her students' pieces, and discussions with faculty and candidates provide evidence that candidates use and interpret formal and informal assessment strategies to evaluate student performance and determine program effectiveness.

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

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

Review of course syllabi, candidate reflections, assignments, and conferences with candidates provide evidence that candidates demonstrate an ability to be reflective practitioners who are committed to their profession.

Candidate art shows and exhibitions, docent activities, members in professional societies, discussions in classes about professionalism, discussions with faculty and candidates, and modeling by a faculty that continues to produce art and give art shows and exhibits provide evidence that candidates are able to display in-depth ability to engage in purposeful mastery of the art and science of teaching.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
9.1 Professional			

Commitment and Responsibility as Reflective Practitioners		X	
9.2 Developing in the Art and Science of Teaching			X

Review of course syllabi, candidate reflections, assignments, and conferences with candidates provide evidence that candidates demonstrate an ability to be reflective practitioners who are committed to their profession.

Candidate art shows and exhibitions, docent activities, members in professional societies, discussions in classes about professionalism, discussions with faculty and candidates, and modeling by a faculty that continues to produce art and give art shows and exhibits provide evidence that candidates are able to display in-depth ability to engage in purposeful mastery of the art and science of teaching.

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

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

Review of program requirements for candidate student teaching assignments, course work where teacher candidates work with and give tours for visiting school groups who visit the Spori Art Gallery, activities where the BYU-Idaho Department of Art collaborates with art teachers at local secondary schools to provide candidates' observation, and micro-teaching experiences along with the opportunity to judge high school art exhibitions and to tutor and instruct students in visual arts; and where candidates serve as gallery docents to the FA100 classes provide ample evidence that candidates interact in a professional, effective manner with members of the community to support students' learning and well-being.

Recommended Action on All Standards:

  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: BYU Idaho   **Review Dates**: October 16 – 20, 2004
Standards(s) Reviewed: Communication Arts Foundations

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.

Review of the syllabi, student work samples, and rubrics indicate that the program provides evidence that teacher candidates have an adequate understanding of the role of values and ethics in communication. There is also evidence in that same review that confirms how perceptions, meaning, and symbolism effect presentation, audience analysis, and problem solving.

In faculty interviews, candidate observations, and candidate and recent graduate interviews, it was confirmed that candidates create learning activities that support instructional goals in communication processes including research for communication. Candidates created lesson plans for communications and rewrote those lessons to adapt to the audience. Student work samples reflected the role of value and ethics in communication and indicated work in group dynamics depicted in photos.

Element FOUNDATIONS	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		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: BYU Idaho   **Review Dates**: October 16-
20, 2004
Standards(s) Reviewed: Theatre and Speech

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.

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

The program provides indications through review of student reflection papers, course syllabi, and course requirements that candidates study a variety of aspects of theatre and speech. Six candidates took the PRAXIS in Theatre and all six exceeded the qualifying scores. The program provides evidence that teacher candidates demonstrate adequate understanding of the constructs of values and ethics and their roles in communication; the interactive roles of perceptions, meaning, symbolism, and language, and their effects on communication; organizational relevance to the presentation of ideas and arguments; the process of problem solving; research concepts and practices; audience analysis and adaptation; and the process of communication.

Since the program is in its infancy, there is minimal evidence that candidates can apply the knowledge of the subject matter in the classroom. Interviews with the student teacher and cooperating teacher indicate satisfaction with the content areas. Review of the student teacher evaluations indicates candidates do demonstrate knowledge of the subject matter. Review of the survey questions for theatre program evaluation did not provide current evidence of candidate satisfaction, but may do so in the future.

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.

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

In Education 270 candidates learn the cognitive, emotional, and social development of children. Other course syllabi indicate study in the construct of learning.

Interviews with the student teacher, evidence from reflection papers and student teacher evaluation indicate candidates possess a knowledge of the maturation process in communication and presentation skills.

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.

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

Review of syllabi, student work samples, and lesson plans indicate the program provides evidence that teacher candidates have an understanding of how students differ in their approaches to learning.

Observation of student teacher and discussion with faculty and with candidates indicate that candidates demonstrate minimal work with individual students in adapting lessons to their needs. Candidates expressed need for more practicum experiences prior to student teaching.

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.

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

Curriculum descriptions, exit interviews, and student course evaluations provide evidence that the program includes study in multiple instructional strategies especially in TA 405.

Interview with candidates, observations in classrooms, and review of a student teacher evaluation provide evidence that teacher candidates demonstrate an understanding of instructional strategies to develop students' skills. The observation of the student teacher indicated some knowledge in instructional strategies. There was also indication that some candidates keep a portfolio of a variety of instructional strategies for future use. The review of student teacher evaluation expressed the use of multiple instructional strategies. The interviews of the student teacher expressed that because of the infancy of the program, some of the current candidates did not have the benefit of the current practicum experience students now receive.

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.

Element CORE	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**	

The program syllabi, exit interviews and discussions with candidates provide evidence that candidates receive an adequate background in motivational theory and its impact on learning in a classroom.

Interviews with candidates and recent graduates indicate that management and motivation are two areas that cause most of the consternation in their classroom experiences.

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.

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

Review of syllabi, candidate classroom work, and exit interviews represents evidence that the program provides for instruction in communication skills.

Observations of classrooms, interviews with candidates and student teachers provides evidence that teacher candidates demonstrate the ability to model and use communication skills appropriate to professional settings.

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

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

A review of lesson plans, student teacher evaluations and syllabi provide evidence that candidates prepare lessons based on consideration of subject matter, students, the community, and curriculum goals.

Interviews with candidates and observations of the student teacher confirm that candidates may choose from a variety of lesson design types. Faculty indicated that student teacher evaluations are both formative and summative and occur frequently and that planning is emphasized. Student teacher evaluations indicate that candidates are adequately prepared in lesson planning.

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.

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

A review of syllabi, candidate work samples, and lesson and unit plans indicate that the program provides for instruction in assessment of student learning.

The program provides limited evidence that teacher candidates demonstrate an adequate ability to use formal and informal student assessment strategies for evaluating and advancing student performance in a theatre/speech setting. Interviews with faculty indicated self-evaluation was a method of assessment, and interviews with candidates confirmed self-evaluation and peer evaluation were the primary types of limited assessment.

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

Element CORE	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Developing the Art		X	

and Science of Teaching			

Review of syllabi candidate journals, reflection papers, and exit interviews indicates that candidates demonstrate an ability to be reflective practitioners who are committed to their profession. Candidate interviews and current graduate interviews indicate that candidates understand the importance of reflection on the practice of teaching, and their commitment to the profession.

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

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

Review of syllabi, candidate reflections, exit interviews, the program provides evidence that candidates have opportunities to interact with colleagues, parents, and community members in the support of student learning.

Interviews with the student teacher and with faculty and review of student teacher evaluations and exit interviews indicate that candidates demonstrate professional interactions with colleagues, parents, and other members of the community in order to support student learning. Candidates in theatre take part in several plays during the year in addition to meeting with colleagues and parents.

 Recommended Action on All Standards:
  X Approved
___ Approved Conditionally
___ Not Approved

BYU – IDAHO PROGRAM REVIEW INTERVIEWEES

<u>Candidates</u>

Andrea Adams
Brent Adams
Meisha Allen
Jessica Alvey
Shantay Ames
Arlene Anderson
Branden Andrus
Robin Armstrong
Robynn Armstrong
Melissa Asay
Matt Attebury
Melodee Avery
Dug Bagley
Marie Balls
Brooke Banta
Meagan Barker
Kari Barney
Holly Basinger
Mark Bates
Shelley Baum
Kelly Bavuto
Misti Beal
Brian Beck
Matt Bennett
Stephenie Bennett
Kristin Bergquist
Michael Berry
Rachael Biorn
Torri Black
Martha Blake
Hannah J Blank
Leah Bodily
Nate Bradfield
Kenny Bryson
Nicole Bunker
Amanda Busch
Adrienne Butcher
Sara Cardon
Amber Carlson
Michael Carnegie
Boone Carter

Jackie Carver
Sheryl Castro-Conde
Jennifer Chatt
Elise Church
Tiffani Clements
Danie Comin
Teranne Conder
Allyson Dallin
Brittany Dalling
Kimi Davenport
Ashlie Davis
Lindsy Davis
Mitch Davis
Stephanie Davis
Christine DeBurgh
Thayer Derby
Ken Domenick
Jason Dransfield
Arik Durfee
Nachelle Edgington
Ashley Elies
Brittany Ellis
Matt Felshaw
Jaylene Field
Kaylene Flamm
Annette Fuhriman
Dan Fulcham
Benjamin Fullmer
Nancy Fullmer
Mandi Furniss
Steven Gardner
Alisha Garret
Ted Gashler
Kalyn Geddes
Matt Geddes
Alisa Gilbert
Melissa Glaser
Todd Goelv
Heather Gordon
Jennifer Gordon
Jennifer Grimes
David S. Gummersall
Shelly Gurney
Dru Haderlie
Samantha Hall
ToniLinn Hall

Jennifer Hammock
Meagan Hancock
Heather Harrison
Mariah Hartung
Jenna Haynie
Paul Haynie
Leah Hellander
Amanda Hemsen
Drew Herbst
Angela Hernandez
Adam Hestetter
Kyle Hildreth
Heather Hillman
Janae Hollenback
Angela Hoopes
Candice Humpherys
Jennifer Hunt
Natalie Hunter
Stephanie Inskeep
Shannon K.C. Jacobson
Christanna Jensen
Denisse Jensen
Scott Jensen
Stacey Jenson
Heather Johnson
Rebecca Jolley
Michael Jolley
Krysten Kasper
Eric Katschke
Rebecca Keeler
Melanie Kennelly
Robyn Keyes
Jack Klein
Kalli Kronmiller
Laura Kunkel
Jake Landon
Betsy Larson
Kristi Larson
Amanda Lindenmeier
Brittney Lowe
Chalise Lueller
Chalise Ludlow
Brent Luke
Aubrey Lyon
Tiffany MacFarlane
Anna Marsden

Eleisha Martel
Crystal Martinez
Kelly Maurer
Brad McCally
Melanie McCally
Amanda McClain
Adrian McCracken
Megan McCracken
Michelle McNaughton
Claudia Meacham
Paul Mesler
Mandi Miles
Rebecca Mitchell
Allison Moon
Elizabeth Moore
Kay Moss
Jeanne Nelson
Aaron Neville
Maren Nichold
Wendi O'Brien
Jared Olsen
Scott Olsen
Brady Orchard
Darci Orchard
Jenny Oris
Evelyn Page
Sara Painter
Autumn Parker-Beattie
Kristin Parson
Natalie Paxton
Stefanie Payne
Carly Perkes
Kimberly Perrins
Crystal Perry
Jennifer Petersen
Christy Peterson
Whitney Peterson
Frantisek Plasil
Heather Pincock
Theresa Pocork
Sarah Popa
Kaitlin Rampton
Katie Rhoads
Amy Rodgers
Jill Rogers
Ruth Roylance

Kevin Roylance
Sarah Russell
Marlies Ruys
RayAnn Sandstrom
Amber Schmidt
Lynda Schuldt
Brett H Schwieder
Julie Searle
Rebecca Seeman
Sarah Self
Julia Sharp
Colette Sibert
David Simon
Damien M. Smith
Mark Smith
April Spencer
Mark Spencer
Boone Steinmetz
Rachel Stephenson
Dara Stuart
Amberlee Swensen
Shelly Thomsen
Jamie Thompson
Shem Thompson
Diane Thornal
Stephen Tickal
Mindy Timothy
Emily Trexler
Sharon Verikas
Joshua Versey
Tiffany Versey
Jennifer Voekel
Alicia Ward
Tyler Wardle
Danielle Warren
Scott Warren
Breanne Weber
Nicole C. Wells
Aubrey Westover
Jamie Whatcott
Christy Wilcox
Tristan Wilcox
Karen Wilding
John Wilson
Andrea Winkel
Jessica Withers

Benjamin R. Yule
Chelsea Zaruba

<u>Alumni</u>

Abby Beattie
Brent Beattie
Amy Benson
Kyle Benson
Jered Borup
Michael Brown
Nick Charles
Diana Dalling
Ryan Durfee
Emily Durfee
Kjerstin Erickson
Andrea Grover
Seth Grover
Sarah Mathews
Rochelle Moss
Heather Nielsen
Kimberly Robison
Darcy Stephens
Dale Stephens
Heather Strong
Franklin Tavarez
Jessica Zaugg

BYU – Idaho Faculty

Rich Adair
Joe Alldredge
C Kevin Anderson
Joyce Anderson
Margaret Bake
Marcia Bair
Forrest Barnes
David Belka
Ron Bennett
Gary Benson
Robyn Bergstrom
John Bidwell
Greg Blaser
Jim Brague
Ron Campbell
Charity Checketts
Van Christman
April Clark
Julie Clark
Leon Clark
Robert Clayton
Jim Crossman
Paul Cox
Mel Dewsnup
Kandi Duff
Larry Duque
Glenn Embree
Lynn Firestone
Nicki Gardner
Matthew Geddes
Shane Goodwin
Michael Groesbeck
Brooks Haderlie
Sharon Hansen
Kip Hartvigsen
Bill Holman
John Ivers
Merv Iverson
Sherry Iverson
Marion Johnstun
JoAnne Kay
Ralph Kern
James Keller
Rod Keller

Carole Leavitt
Mark Lovell
David Magleby
Gary Marshall
Sarah Mathews
Steven McGary
Neil Mecham
Linda Miller
Tom Morley
Rhonda Lyman
Marie Parkinson
Leon Parsons
David Peck
Kendall Peck
Kerry Powell
Mark L Pugh
Brian Pyper
Lynette Robertson
Larry Saunders
Debra Scholes
Matt Sellers
Ben Speelmon
Lynn Stewart
Brent Strong
W. Brian Tonks
Leslie Twitchell
Eric Walz
Byron Web
Blake Willis
Chris Wilson
Nathan Yearsley
Allen Young

Adjunct Faculty

Barbara Baremonte
Professor Bassett (Retired)
Professor Black (Retired)
Susan H. Grover
Angela Plaster
Lorie Rawlings

BYU – Idaho Administration

Dr. David Bednar, President
Fenton Broadhead
Ron Campbell
Dr. Max Checketts
Jim Croasman (via phone)
John Cury (via Phone)
Glen Embree
Carol Fromner
Kip Hartvigsen
Lynda Hawkes
Randy Hurley
Esther Kassouf
James Keller
Rod Keller
Debbie Masetti
Stephen McGary
Martin Raish
Jolyn Reed
Dr. Rhonda Seamons
Jim Shank
Ben Speelmon
Byron Webster
Karyn Wright

Cooperating Teacher

Mrs. Callan
Wendy Cavan
Marsha Chavies
David Coffman
Mrs. Couch
Vickie Curtis
JoAnn Denney
Mrs. Drake
Michele Feinblat
Corey Gehlken
John Hamilton
Sally Hansen
Laura Henrickson
Glen Larsen
Ellie McAfee
Tracy McCoy
Brad Parkinson
Shirley Poff

Shannon Powell
Aisa Ricks
Deloy Roberts
Heather Saunders
Shari Sevenson
Colleen Schroeder
Michelle Sparks
Nancy Spofford
Julie Tullis
Allisyn Vietti
Marce Weibel
Dorothy Williams
Laurene Woolf

School Administration

Mr. Boce
Teddy Brewer
Kelly Bucharie
Karen Gorringe
Jeff Hawkes
Lane Hemming
Ron Jarrett
Christy Rodeles
Sally Sundberg
Linda Symonds
Bevan Wasen
Steve Wood

Elementary Students

Blake Brinton
Austin Fransen
Ann Nicole
Roberto Yanez

PROFESSIONAL STANDARDS COMMISSION RECOMMENDATION

TEACHER PREPARATION PROGRAM ON-SITE REVIEW -
BYU Idaho

PROCESS

- The state team conducted an on-site visit on October 16-20, 2004 to review the teacher preparation program at BYU Idaho in Rexburg, Idaho.

- Dr. Jann Hill, Dean of the Division of Education at Lewis-Clark State College in Lewiston, 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. Hill, on behalf of the state team, wrote a pertinent team report that was forwarded to the Dean of the College of Education at BYU Idaho and to the administrator of the Professional Standards Commission.

  - Dr. Rhonda Seamons, Dean of the College of Education at the BYU 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 February 10-11, 2005 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 BYU Idaho.

- The recommendation by the Professional Standards Commission with appropriate rationale for decisions made and accompanying rejoinder from BUY Idaho.

<u>RECOMMENDATION</u>

- 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 BYU Idaho in Rexburg, Idaho.

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

<u>APPROVED</u>

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

- Art
- Elementary Education
- English Language Arts
- Health
- History
- Mathematics
- Music
- Physical Education
- Theatre/Speech
- Foreign Language
  - Spanish
- Professional Technical Education
  - Family and Consumer Sciences
- Science
  - Biology
  - Chemistry
  - Earth/Space Systems

- Physics
- Social Studies

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:

- Agriculture Science and Technology

- Standard #3 - None of the teacher candidates is yet engaged in the student teaching experience. An informal, early learning environment does not provide an adequate experience in formal classroom teaching to meet the intent of this standard at the present time.

- Standard #4 - None of the candidates has yet performed as a student teacher. Consequently, there is no evidence that candidates have been able to demonstrate the use of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

- Standard # 5 - The opportunity for teacher candidates to display the ability to create, manage, and modify safe and productive learning environments has not yet occurred in formal teaching settings.

- Standards #6 - The forum where the candidates have the opportunity to demonstrate the ability to create learning experiences that promote higher order thinking and communication skills, including listening, speaking, writing, and expression in other media, cannot be demonstrated until the

teacher candidates are engaged in the classroom in a formal student teaching experience.

- Standard #8 - The application of assessment strategies is dependent upon a formal classroom teaching experience that will occur when the teacher candidates become engaged in student teaching.

- Standard #9 - No evidence currently is available to assure that the candidates are able to display an adequate ability to engage in purposeful mastery of the art and science of teaching since no candidates have become engaged in the student teaching process.

- Early Childhood/Early Childhood Special Education

- Standard #1 - Because no candidates have completed their required coursework, some courses have not been taught to completion, and there are no candidates in the final stages of their student teaching, there is insufficient evidence that candidates are able to demonstrate an adequate ability to create a balanced curriculum that helps students successfully apply their skills to many different situations, materials, and ideas.

- Standard #3 - There is a program in the design stage that will allow candidates to work with babies in the neo-natal unit and their families to help further their knowledge and skills in this area. However, this program is not yet in place.

- Standard # 4 - There is insufficient evidence to determine the candidates' ability to use developmentally appropriate strategies with all ages, birth through grade three.

- Standard # 7 - Because no candidates have completed their required coursework, some courses have not been taught to completion, and there are no candidates in the final stages of their student teaching, there is insufficient evidence that candidates are able to demonstrate an adequate ability to provide information about family-oriented services based on the IFSP and to support transitions across programs for young children and their families.

- Standard # 8 - Since no one has completed the required assessment course and it is very early in the semester, there is insufficient evidence that

candidates have adequate ability to screen or interpret assessments in the major developmental domains.

- Standard #10 - Because no candidates have completed their required coursework, some courses have not been taught to completion, and there are no candidates in the final stages of their student teaching, there is insufficient evidence that candidates are able to demonstrate an adequate ability to practice behavior congruent with the National Association for the Education of Young Children and Division of Early Childhood Code of Ethics.

Brigham Young University – Idaho

Institutional Rejoinder

Teach diligently—
seek knowledge, understanding, and wisdom
by study, by practice, and by faith.

LEON PARSON

Submitted to the Idaho Professional Standards Commission December 2004

Institutional Rejoinder

As part of the state program approval process, the College of Education at Brigham Young University – Idaho requested a review of our seventeen programs leading to teacher certification. We submitted a self-study report and assembled a documentation room. State reviewers visited our Rexburg campus in October 2004, our Las Vegas site in September, our Salt Lake City site in August, and our Seattle site in June. We are deeply appreciative of the insights and perspectives that we gained as part of this peer review. The team members posed hard questions—and it was a wonderful thing for us to pause and rethink the educational programs we have created. Following the visits, the review team wrote a report providing the Professional Standards Commission with recommendations for action.

At the exit interview and in the written report, the team was complimentary and gracious about our programs. We are delighted that the reviewers found them so strong. Fourteen programs have been recommended for state approval. Two programs (Early Childhood/Special Education and Agriculture Education) have been recommended for conditional approval—strictly due to the lack of graduates, according to the team. One program (Music) is NASM-accredited, so it does not require additional state approval. Responses to the team's recommendations and suggested areas for improvement are provided in this rejoinder.

Early Childhood/Early Childhood Special Education Blended Certificate

<u>Early Childhood/Special Education</u>
 (pages 5 – 14)

Recommendation: Approved Conditionally

Areas for improvement:

#1 There is insufficient evidence that candidates are able to demonstrate an adequate

ability to create a balanced curriculum that helps students successfully apply their skills to many different situations, materials and ideas. The program will have its first graduates in spring 2005.

#4   There is insufficient evidence that candidates have the ability to use developmentally appropriate strategies with all ages birth through grade 3. The program will have its first graduates in spring 2005.

#7   There is insufficient evidence that candidates are able to demonstrate an adequate ability to provide information about family-oriented services based on the IFSP and to support transitions across programs for young children and their families. The program will have its first graduates in spring 2005.

#8 There is insufficient evidence that candidates have adequate ability to screen or interpret assessments in the major developmental domains. The program will have its first graduates in spring 2005.

#10 There is insufficient evidence that candidates are able to demonstrate an adequate ability to practice behavior congruent with the NAEYC and DEC Code of Ethics. The program will have its first graduates in spring 2005.

Response:

This was the first visit for our ECSE program; it did not exist in 2002 when we were initially reviewed. Because it is a new program, we asked to have the review for Early Childhood/Special Education later in this academic year, when graduates would be available. Our request was denied.

We have reviewed the class registrations for Winter 2005, and seventeen ECSE candidates are registered for the appropriate student teaching experiences. Their professors and supervisors have been pleased with their performance to this point, so we have no reason to believe that any of the candidates will fail their student teaching experiences. We would be happy to provide documentation about their performance during Winter 2005 to the PSC upon request (they will be well into the courses by the time the PSC meets in February).

Standard Elementary Certificate

Elementary Education
(pages 15 – 21)

Recommendation: Approved **Areas for improvement:** None cited **Response:** None

Standard Secondary Certificate

Agriculture Education
(pages 52 – 55 and 56 – 62)

Recommendation: Approved Conditionally

Areas for improvement:

#3 There is insufficient evidence that candidates create instructional opportunities that are

adapted to learners with diverse needs. Candidates have not yet begun the student teaching component of the program. **#4** There is insufficient evidence that candidates are able to demonstrate the use of instructional strategies to develop students' critical thinking, problem solving, and

performance skills. Candidates have not yet begun the student teaching component of the program.

#5 There is insufficient evidence that candidates are able to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Candidates have not yet begun the student teaching component of the program.

#6 There is insufficient evidence that the candidates have the ability to create learning experiences that promote higher order thinking and communication skills, including listening, speaking, writing, and expression in other media. Candidates have not yet begun the student teaching component of the program.

#8 There is insufficient evidence that candidates are able to apply assessment strategies in formal classroom settings. Candidates have not yet begun the student teaching component of the program.

#9 There is insufficient evidence that candidates are able to engage in purposeful mastery of the art and science of teaching. Candidates have not yet begun the student teaching component of the program.

Response:

Agriculture Education was reviewed in October 2002 and was given conditional approval, along with all of our other programs available at that time. While the "Manual of Instructions" calls for a focus visit within two years, the former dean had made the request that we be allowed to have our follow-up visit in Spring 2005 (2 ½ years), *when graduates would be available for every program*. He understood this had been approved. We had a change in leadership for the College of Education at BYU – Idaho in May 2003. Subsequently, the new dean was informed that we were *required* to have the onsite visit in October 2004. We knew the importance of the performance piece, so we again requested that the team wait until spring. We were verbally and repeatedly assured that our lack of graduates would *not* be a problem.

We have reviewed the class registrations for Winter 2005, and three AgEd candidates are registered for student teaching. All three of these candidates were interviewed by the review team. Their professors and supervisors have been pleased with their performance to this point, so we have no reason to believe that any of these candidates will fail the student teaching experience. We would be happy to provide documentation about their performance during Winter 2005 to the PSC upon request (as with ECSE, these students will be well into the course by the time the PSC meets in February).

Art Education
(pages 114 – 117 and 119 – 127)

Recommendation: Approved **Areas for improvement:** None cited **Response:** None

Biology Education
(pages 73 – 76 and 77 – 82)

Recommendation: Approved **Areas for improvement:** None cited **Response:** None

Chemistry Education
(pages 73 – 76 and 83 – 88)

Recommendation: Approved **Areas for improvement:** None cited **Response:** None

Earth Science Education
(pages 73 – 76 and 89 – 94)

Recommendation: Approved **Areas for improvement:** None cited **Response:** None

English Education
(pages 22 – 29)

Recommendation: Approved **Areas for improvement:** None cited **Response:** None

Family and Consumer Science Education
(pages 52 – 55 and 63 – 72)

Recommendation: Approved

Areas for improvement:

#10 There is insufficient evidence that candidates understand how to utilize the

employment community to validate occupational skills and to interact effectively with colleagues and other stakeholders. The program did not have a formally appointed occupational advisory committee.

Response:

Presently, our Family and Consumer Science Education program director consults with individuals as needed. As the next academic year begins, she intends to formally establish an occupational advisory committee that will meet on a regular basis.

Health Education
(pages 39 – 45)

Recommendation: Approved **Areas for improvement:** None cited **Response:** None

History Education
(pages 108 – 113)

Recommendation: Approved **Areas for improvement:** None cited **Response:** None

Mathematics Education

(pages 46 – 51)

Recommendation: Approved **Areas for improvement:** None cited **Response:** None

Music Education

(page 118)

Recommendation: None given (NASM-accredited) **Areas for improvement:** None cited

Response: None

Physics Education

(pages 73 – 76 and 95 – 101)

Recommendation: Approved **Areas for improvement:** None cited **Response:** None

Social Studies Education

(pages 102 – 107)

Recommendation: Approved **Areas for improvement:** None cited **Response:** None

Spanish Education

(pages 30 – 38) **Recommendation:** Approved **Areas for improvement:** None cited **Response:** None

Theatre and Speech Education

(pages 114 – 117, 128, and 129 – 134) **Recommendation:** Approved **Areas for improvement:** None cited **Response:** None

D. SUBJECT:

Appointments to the Idaho State Curricular Materials Selection Committee

BACKGROUND:

The Administrative Rules of the Idaho Board of Education, IDAPA 08.02.03.128, describe the membership of the Idaho State Curricular Materials Selection Committee. Membership on the Committee is for a term of five (5) years with the exception of the representatives from the State Department of Education and the Division of Professional-Technical Education. Their terms are for one year each.

DISCUSSION:

Currently there are three openings on the Committee. The open position being recommended for appointment at this time is for the one (1) Parent Representative. This recommendation is for a complete five-year term.

This leaves two openings not filled: a Public School Trustee position and a Public School Administrator position.

RECOMMENDATION:

The Department of Education recommends the appointment of <u>Janice Burkholder</u>, of Boise, Idaho to fill a *Parent Representative* opening for a five-year term.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the request for one appointment to the Idaho State Curricular Materials Selection Committee as submitted. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1.   Janice Burkholder Letter of Interest and Resume

February 8, 2005

Val Fenske
Curriculum & Technology Center
Idaho Department of Education
vfenske@sde.state.id.us

Dear Val,

It is my understanding that there is a parent/community representative position open on this year's Textbook Selection Committee. I would be interested in serving on the committee, and have attached a resume of my work history and responsibilities, in support of my application.

As the Manager of the Curriculum Resource Center at the Albertsons Library at Boise State University, I have worked for many years with the Idaho State textbook adoption materials. I would expect that serving on the committee would give me increased understanding of the process involved in the selection and adoption of these curriculum materials. I would also hope that my experience and interaction with students and educators here in the Library might benefit the work of the committee.

I am a long-time resident of Boise, and have raised two daughters who attended Boise public schools from elementary through high school. I have also participated in the musical life of the community for almost 30 years, as a member of the Boise Philharmonic.

I look forward to hearing from you.

Sincerely,

Janice Burkholder

Albertsons Library - Boise State University

1910 University Drive

Boise, ID 83725

(208)426-3883

1212 Shoshone   Home (208)342-3022
Boise, ID 83705   Work (208)426-3883
jburkhol@boisestate.edu

Janice Burkholder

Objective   To utilize professional library experience and skills in a new setting.

Experience

1998-present Albertsons Library - Boise State University

Head of the Curriculum Resource Center

- Plans, directs, and supervises the operations and staff of the department. Responsible for hiring, training and scheduling staff and directing workflow.
- Plans anticipated budget needs for Work/Study and temporary staffing.
- Responsible for collection development for the Curriculum Resource Center and Juvenile/Young Adult collections, and makes responsible recommendations for the weeding and discard of purchased and textbook adoption materials.
- Responsible for the classification and organization of curriculum materials. Receives, catalogs, and classifies new textbook adoption materials. Implemented new cataloging procedures in online system.
- Provides reference and circulation service to Library patrons. Resolves patron complaints and concerns.
- Conducts orientations and tours of the Center.
- Works closely with the Acquisitions and Cataloging departments to ensure that Library materials are accurately ordered and cataloged.
- Responsible for the creation and maintenance of the Department's web page. (http://library.boisestate.edu/CRC/index.htm)
- Attends Public Services and Department Head meetings, providing input regarding Library policies and procedures.

1991-1998 Albertsons Library - Boise State University

Acquisitions Department – Library Assistant II

- Ordered and received monographic, non-book and other library material
- Performed online accounting and cataloging functions.
- Corresponded with vendors to resolve problems.
- Supervised temporary and student staff.

1986-1991 Albertsons Library - Boise State University

Curriculum Resource Center – Library Assistant I

- Provided reference and circulation service to Library patrons.
- Supervised 8 student assistants.
- Processed all book and non-book materials in the CRC.

Education	**1982 Boise State University Boise, Idaho**

- B.A., Music
- 1973-1976 Goshen College Goshen, Indiana
- Included college level classes in Cataloging and Classification and Children's Literature.

Training

Performance Management Step 1 Performance Planning, Step 2 Progressive Discipline, and Step 3 Performance Appraisal; Supervising Student Workers, FrontPage 98, Conducting Meetings, Leadership Development

Completed the Collection Development Sequence of The Alternative Basic Library Education Program available online through The Idaho State Library: Writing a Collection Development Policy, Collection Assessment, Materials Selection, and Weeding.

Other experience

Has played for 29 years with The Boise Philharmonic. Have taught private cello lessons to students of all ages, and worked as a teacher's aide in a preschool.

E. SUBJECT:

Professional Standards Commission Appointment

BACKGROUND:

Idaho Code Section 33-1252 requires that " . . . three (3) nominees for each position on the commission shall be submitted to the state superintendent of public instruction, for the consideration of the state board of education."

DISCUSSION:

Idaho Code 33-1252 provides a specific breakdown of the membership required on the Professional Standards Commission. The nominations are submitted for appointment consideration by the State Board of Education to fill the one (1) term that became vacant January 3, 2005.

The nominations submitted by the constituent group are listed in order of preference, as more specifically identified by an asterisk.

RECOMMENDATION:

The State Department of Education recommends the following nominations for appointment consideration to fill the one (1) term that became vacant January 3, 2005:

Idaho School Superintendents Association (submitted by the Idaho Association of School Administrators)
Becky Ford, Assistant Superintendent, Post Falls School District #273
(appointment to complete the term of resigned Commission member) *

Idaho School Superintendents Association (submitted by the Idaho Association of School Administrators)
Bruce Gestrin, Assistant Superintendent, Meridian Joint School District #2
(appointment to complete the term of resigned Commission member)

<u>Idaho School Superintendents Association</u> (submitted by the Idaho Association of School Administrators)
Ken Piipo, Superintendent, Soda Springs Joint School District #150 **(appointment to complete the term of resigned Commission member)**

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the request for a Professional Standards Commission appointment as submitted. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. Resume for Becky Ford
2. Resume for Bruce Gestrin
3. Resume for Ken Piipo

Note: *This material was not received in electronic format. For more information contact Mary Jane Markland at 208-332-6884.*

F. SUBJECT:

Order to Transfer Property from Twin Falls School District No. 411 to Filer School District No. 413

BACKGROUND:

The State Department of Education received a petition submitted under the provisions of § 33-308 to transfer approximately 3.5 square miles of land from Twin Falls School District No. 411 to Filer School District No. 413. Pursuant to rules adopted by the State Board, the Department of Education appointed a hearing officer. A hearing was held on June 29-30, 2004, and the hearing officer recommended that the petition be approved and an election held. The State Board of Education at its meeting on December 2, 2004, accepted the hearing officer's recommendation. An election was held on January 28, 2005, and the official results of the canvass, as certified by the Clerk of Twin Falls County, show that the issue passed.

DISCUSSION:

The Department of Education has prepared an Order for the President's signature with the following points:

1. That the following property be excised from Twin Falls School District No. 411 and annexed to Filer School District No. 413:
    T10S, R16E: the east ½ of Sections 3, 10, 15, 22, 27 and 34;
    T11S, R16E: the east ½ of Section 3.

2. That this order shall be effective on March 11, 2005.

3. That the State Department of Education shall issue a notice to the State Tax Commission, the Twin Falls County Commissioners, the Twin Falls School District and the Filer School District that such boundary change has been ordered by the Board.

RECOMMENDATION:

It is recommended that the State Board of Education approve the Order prepared by the Department of Education.

BOARD ACTION:

The State Board carried to approve/disapprove/table the Order to transfer property. It was moved by _____, seconded by _____, and carried.

ATTACHMENT:

1. Letter from Twin Falls County Clerk with canvass of election

Note: ***This material was not received in electronic format. For more information contact Deb Stage at 208-332-6853.***

G. SUBJECT:

A Proposal to Improve Physical Education in Idaho

BACKGROUND:

Studies have brought national attention to the issue of obesity and diabetes in our country. A lack of daily exercise has contributed to this epidemic. Physical activity has been replaced with video games and the Internet. A greater emphasis on academic accountability has in some cases led to the elimination of physical education programs. Idaho students are not receiving the training and physical activity that they need.

Since the elimination of the physical education graduation requirement in 1997, many high school physical education programs have been significantly changed and in some cases eliminated. At the elementary level, established recommendations and guidelines regarding the amount of time and the type of instruction have been set aside and are often extremely limited. The amount of training, technical assistance and guidance available to school districts has in many cases been non-existent. Idaho physical educators are concerned with this trend and are looking to the State Board of Education and the State Department of Education to provide the leadership necessary to establish physical education requirements that will assist them to play a more effective role in this battle of obesity and physical inactivity.

DISCUSSION:

The lack of fitness on the part of our children is beyond dispute. America's young people are fat. According to recent statistics there are 9 million overweight children in our country or about 15% of the nation's children and teenagers. This is triple what it was in 1980.

This is alarming, but it gets worse. This increase in obese and overweight children is leading to an epidemic of Type 2 diabetes. This is a condition that typically affects middle-aged adults. The causes of this epidemic are complex, however we do know that the lack of physical activity plays an important role.

America's schools should be doing much more to engage students in vigorous physical activity. Yet this is not happening. In fact, the opposite is happening.

Physical activity boosts self-discipline, reduces stress, strengthens peer relationships, and improves mental alertness. Growing evidence suggests that the nation's health and education goals are linked: Students with health problems simply are not as ready or capable to learn. A study of hundreds of thousands of 5th, 7th, and 9th graders conducted in 2002 by the California Department of Education offers the most convincing anecdotal support for this idea. Physically fit youngsters in the study posted significantly higher scores on math and reading tests and those who met fitness levels in three or more areas showed the greatest gains in academic achievement.

Studies show that cognitive performance is improved by aerobic activity, which increases the number of capillaries in the brain and thus facilitates the transport of oxygen. Another study suggests that the cerebellum, an area of the brain thought to only govern motor skills, may also play an important role in spatial learning, associative skills, and language processing, and that development in each area may reinforce the others. *(Education Week, December 6, 2004)*

Physical education cannot solve the fitness crisis alone, but we are in the position to make an important difference. We already have a head start with the adoption by the State Board of Education (August Board meeting) of the Physical Education Standards. These standards provide important guidance and needed transition from kindergarten to high school. But we need to do more, and make the following recommendation for your information for possible future changes to administrative rules.

RECOMMENDATIONS:

The State Department of Education and the Idaho Association for Health, Physical Education, Recreation, and Dance (IAHPERD) recommend the State Board of Education consider changes in the high school physical education graduation requirements and the amount of time allotted to physical education in grades 1-8. Recommended changes for possible future amendments to administrative rules through the APA process are illustrated in Attachment 1.

ATTACHMENTS:

1.   Proposed amendment to IDAPA 08.02.03.103-107
2.   Rationale for Physical Education Proposal

Applicable excerpts from IDAPA 08.02.03. for future amendment.

103. CORE OF INSTRUCTION GRADES 1-12.

01. **Instruction**. Instruction is inclusive of subject matter, content and course offerings. Patterns of instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum.* (*This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities.) (4-5-00)

02. **Instruction Courses**. At appropriate grade levels, instruction will include but not be limited to the following: (4-5-00)

    a. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening. (4-1-97)

    b. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability.

(4-1-97)

    c. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (4-1-97)

    d. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. (4-1-97)

    e. <u>Physical Education will include instruction in locomotor and non-locomotor skills, low organized games, team sports/strategies, fitness, lifetime sports and activities.</u> (x-x-05)

104. OTHER REQUIRED INSTRUCTION.

Other required instruction for all students and other required offerings of the school are: (4-1-97)

01. Elementary Schools (Grades 1-6).   (4-1-97)

    a. The following section outlines other information required for all students, as well as other required offerings of the school:

        Fine Arts (art and music)
        Health (wellness)   (4-1-97)
        Physical Education (fitness) – 150 minutes per week   (x-x-05)

    b. Additional instructional options as determined by the local school district. For example:
        Languages other than English
        Career Awareness   (4-1-97)

02. Middle Schools/Junior High Schools. No later than the end of Grade eight (8) all students will develop parent-approved student learning plans for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the district's graduation standards. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed.   (4-1-97)

    a. Other required instruction for all students:
        Health (wellness)   (4-1-97)
        Physical Education (fitness) – 4 semesters   (x-x-05)

    b. Other required offerings of the school:
        Family and Consumer Science
        Fine & Performing Arts
        Vocational-Technical Education
        Advisory Period
        Exploratory   (4-1-97)

c. Additional instructional options as determined by the local school district. For example:
Languages other than English   (4-1-97)

03.   High Schools (Grades 9-12). Students will maintain a parent-approved student learning plan for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the district's graduation standards. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed.   (4-1-97)

a. Other required instructional offerings of the school. Each student must complete credit and achievement standards in at least two (2) of the following areas of instructional offerings:
~~Physical Education (fitness)~~
Humanities
Vocational-Technical Education (including work-based learning)
Family and Consumer Science
Fine and Performing Arts Languages other than English (may include indigenous languages or sign language)   (3-30-01)

b. Additional instructional options as determined by the local school district. For example: Journalism   (4-1-97)

105.   GRADUATION FROM HIGH SCHOOL
Graduation from an Idaho high school requires that: (4-1-97)

01. Credit Requirements. All students will demonstrate achievement in the CORE and other required subjects to include forty-two (42) semester credits, one (1) semester equaling one-half (1/2) year.   (4-5-00)

02. Achievement Standards. All students will meet locally established subject area achievement standards (using state standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-30-01)

03. Proficiency (Effective January 1, 2006). All students must achieve a proficient or advanced score on the High School Idaho Standards Achievement Test (ISAT) in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the local school board, and, at the discretion of the local school board, may be given an opportunity to demonstrate proficiency of the achievement standards through some other locally established mechanism. All locally established mechanisms used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. (3-20-04)

a. Before appealing to the local school board for an alternate measure, the student must be: (3-20-04)

i. Enrolled in a special education program and have an Individual Education Plan (IEP), or (3-20-04)

ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less, or (3-20-04)

iii. Enrolled in the fall semester of the senior year. (3-20-04)

b. The measure must be aligned at a minimum to tenth grade state content standards; (3-20-04)

c. The measure must be aligned to the state content standards for the subject matter in question; (3-20-04)

d. The measure must be valid and reliable; and (3-20-04)

e. Ninety percent (90%) of the criteria of the measure, or combination of measures, must be based on academic proficiency and performance. (3-20-04)

04. **Foreign Exchange Students.** Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the local school board. (3-20-04)

106. (RESERVED).

107. HIGH SCHOOL GRADUATION STANDARDS (EFFECTIVE JULY 1, 2000).
The State minimum graduation requirement for all Idaho public high schools is forty-two (42) semester credits and a proficient or advanced score on the ISAT (effective January 1, 2006). The core of instruction required by the State Board of Education is twenty-five (25) semester credits. Local school districts may establish graduation requirements beyond the state minimum. The local school district has the responsibility to provide education opportunities that meet the needs of students in both academic and vocational areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. (3-20-04)

01. **Secondary Language Arts and Communication.** (Nine (9) credits required with instruction in communications including oral communication and technological applications). Includes four (4) years of instruction in English, each year will consist of language study, composition, and literature. A course in speech or a course in debate will fulfill one (1) credit of the nine (9) credit requirement. (7-1-00)

02. **Mathematics and Science.** (Eight (8) credits required) a minimum of four (4) credits in math and four (4) credits in science, two (2) of which will be laboratory sciences. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. Secondary sciences will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (7-1-00)

03. **Social Studies.** (Five (5) credits required), including government (two (2) credits), U.S. history (two (2) credits), and economics (one (1) credit). Current world affairs and geography will be integrated into all social studies instruction. Courses such as geography, sociology, world affairs and world history may be offered as electives, not to be counted as a social studies requirement. (7-1-00)

04.   Humanities. (Two (2) credits required). A course in interdisciplinary humanities, visual and performing arts, or foreign language. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course syllabus is approved by the State Department of Education as being aligned with the Humanities Standards.

(5-3-03)

05.   Health/Wellness. (One (1) credit required). A course focusing on positive health habits.   (7-1-00)

06.   Physical Education. (Two (2) credits required). A course with a focus on lifetime activities such as tennis, golf, biking, rollerblading, bowling, fishing, hiking, etc.   (x-x-05)

06̲7̲.   Assessment.   A proficient or advanced score on the ISAT.   The requirement will be phased on providing the following exemptions for the classes of 2006 and 2007.   (3-20-04)

[Items a., b., and c. omitted]
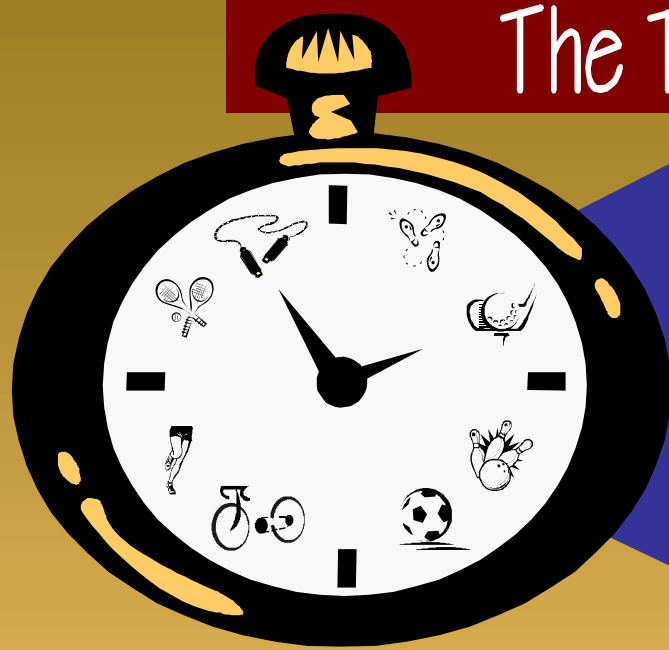
The Time is Now

Physical Education

Proposed by

**Idaho Department of Education
and
Idaho Association of Health, Physical Education, Recreation and Dance**

March 10-11, 2005

The Time Is Now for Physical Education
Unfit to Learn
A Proposal to Improve Physical Education in Idaho

Introduction - The Problem

The lack of fitness on the part of our children is beyond dispute. America's young people are fat. According to recent statistics there are 9 million overweight children in our country or about 15% of the nation's children and teenagers. This is triple what it was in 1980.

This is alarming, but it gets worse. This increase in obese and overweight children is leading to an epidemic of Type 2 diabetes. This is a condition that typically affects middle-aged adults. Type 2 diabetes, among children, was virtually unheard of a decade ago. Current estimates project an increase in the number of cases of 165% by the year 2050. The causes of this epidemic are complex, however we do know that the lack of physical activity plays an important role. *(Education Week, December 6, 2004)*

Why Physical Education?

Physical activity boosts self-discipline, reduces stress, strengthens peer relationships, and improves mental alertness. Growing evidence suggests that the nation's health and education goals are linked: Students with health problems simply are not as ready or capable to learn. A study of hundreds of thousands of 5th, 7th, and 9th graders conducted in 2002 by the California Department of Education offers the most convincing anecdotal support for this idea. Physically fit youngsters in the study posted significantly higher scores on math and reading tests and those who met fitness levels in three or more areas showed the greatest gains in academic achievement.

Studies show that cognitive performance is improved by aerobic activity, which increases the number of capillaries in the brain and thus facilitates the transport of oxygen. Another study suggests that the cerebellum, an area of the brain thought to only govern motor skills, may also play an important role in spatial learning, associative skills, and language processing, and that development in each area may reinforce the others. *(Education Week, December 6, 2004)*

What Does This Mean?

America's schools should be doing much more to engage students in vigorous physical activity. Yet this is not happening. In fact, the opposite is happening. More than 1/3 of young people in grades 7-12 do not engage in regular physical activity and more than 10% get no physical activity at all. Data from the U.S. Department of Education found that only 16% of kindergarten programs have daily physical education. Almost 60% have PE once a week, 13% of schools provide PE less than once a week and some have no physical education.

Secretary of Education Rod Paige summed this issue up when he said that "this is not acceptable and the standard for every student should be – physical education for all students every day. (University of Virginia Summit – 11/4/04)

Although we have limited data for the state of Idaho, anecdotal evidence and limited survey data indicates that the issues surrounding physical education in our state mirrors that of the national statistics.

The Solution

Idaho schools cannot solve the fitness crisis alone, but we are in the position to make an important difference. We already have a head start with the adoption by the State Board of Education (August Board meeting) of the Physical Education Standards. The Idaho Association for Physical Education, Recreation and Dance (IAHPERD) and K-12 physical educators across the state have enthusiastically supported these standards. They provide important guidance and needed transition from kindergarten to high school. But we need to do more. The following are the next steps recommended by the SDE and IAHPERD:

- **Elementary Physical Education K-6:** Programs at the elementary level are critical. This is where the foundation for locomotor and non-locomotor skills as well as low-organized activities is developed. This is also the time when students begin to develop their interest and skill in physical activity. Growing evidence suggests that the nation's health and education goals are linked: Students with health problems brought on by obesity and physical inactivity aren't as ready or capable of learning. Evidence from the California study and other anecdotal studies indicate that physically fit students engaged in regular physical education score better on reading and math tests than their counterparts who have little or no physical education or activity.

  The State Department of Education and the Idaho Association for Health, Physical Education, Recreation and Dance recommend daily physical education (150 minutes/week) taught by physical education specialists.

- **Junior High School:** As a result of an increased competency in basic activity skills, students at the junior high school level are now able to participate successfully in outdoor pursuits, modified versions of team and individual sports, and dance. Junior high physical education prepares students to participate in team sports and lays the groundwork for lifetime activities that will then be mastered at the high school level.

  The State Department of Education and the Idaho Association for Health, Physical Education, Health, and Recreation recommends that junior high school students be required to participate in two years of physical activity.

- **High School:** Through these physical education classes, high school students develop the movement, physical skills, and the joy of participation that will carry over to those needed to participate at a high level of skill. High school physical education is extremely important because through the introduction and mastery of lifetime sports, there is a greater possibility that these students will continue to be active as adults (i.e. golf, tennis, mountain biking, rollerblading, skiing, etc.). In many cases active students become active adults, while inactive students become inactive adults.

  The State of Idaho has eliminated the high school graduation requirement. The State Department of Education and the Idaho Association for Physical Education, Health, and Recreation recommend that this state graduation requirement be reinstated. This would require that all students take one year of physical education in order to graduate. This requirement would be in a structured physical education class and not in drill team, cheerleading, marching band, athletic sport teams, etc.

Challenges:

The State Department of Education and the Idaho Association for Health, Physical, Education, Recreation, and Dance recognize that these proposals present a variety of challenges for our K-12 schools. We are aware that these proposals may require a "phase in" period to provide schools the time to modify existing schedules, hire and reassign physical education specialists, and schedule needed facilities.

- **Elementary Schools:** Prior to 1997, physical education specialists and/or classroom teachers were expected to document 90 minutes of physical education instruction per week. After 1997, and the sun-setting of State Board Rules, that requirement went away. The introduction of standards have created expectations for physical education in the elementary schools. In many cases current staffing allowances for the elementary schools do not accommodate the addition of physical education specialists. There will be needed changes to those programs in order to provide the instructors, time, and the structure necessary for quality physical education. We are confident that given sufficient time these changes can be made. Although elementary school physical education has been required, in most cases these classes have been so limited that there has not been adequate time or quality instruction to develop any degree of fitness or background in movement skills.

- **Junior High School:** Physical education is required in the junior high schools. In most cases two semesters are required in either 7th or 8th grade, with others offering one semester each year. This is a critical transition from elementary to high school and increasing the requirement to two years would ensure that students are prepared to move on to the life sports programs offered at the high school level.

- **High School:** Reinstating the high school graduation requirement will be somewhat easier. Although physical education is not, at the present, a state graduation requirement, many schools have continued to include it as a district graduation requirement. This will make the transition to a state graduation requirement much easier. Those schools that have dropped the requirement continue to offer elective classes in physical education. Modifications to these requirements should also be a fairly easy task.

Conclusion:

The issue of obesity and the lack of physical activity is certainly not just an Idaho problem. However, we have the opportunity to make the necessary changes to ensure that our students are receiving sufficient quality physical activity to make a difference in their lives. We all want to see our students succeed academically. Physical education, rather than detracting from these efforts, can support what we are attempting to do. Healthy students make better students! Physical educators and physical education are in a unique place to assist in making this a reality.

Recommendations:

The State Department of Education and the Idaho Association for Health, Physical Education, Recreation, and Dance (IAHPERD) recommend that the State Board of Education approve future changes in the high school physical education graduation requirement and the amount of time allotted to physical education in our K-8 schools.