State Department of Education Public Schools Agenda

STATE BOARD OF EDUCATION

October 12-13, 2006

Lewis-Clark State College, Lewiston

- A. Superintendent's Report, Jana Jones
- B. Public Schools Budget Request for FY 2008, Tim Hill
- C. Annual Report Albion Elementary Hardship Petition, Tim Hill
- **D.** Report on Schools Requesting to Operate with Less than 10 Students, Tim Hill
- E. Procedural Update Regarding Idaho Accreditation, Shannon Page
- F. Praxis II Assessment Requirements for Teacher Certification: #0069: Middle School Mathematics, Jana Jones
- **G.** Northwest Nazarene Teacher Preparation Program Review Report, Jana Jones
- H. Lewis-Clark State College Teacher Preparation Program Review Report, Jana Jones
- I. Adoption of Curricular Material for the Content Area of Research Based Reading, Jana Jones
- J. Approval of "Connections 2004: Statewide Plan for Technology in Idaho," Corey Simpson
- **K.** Current K-20 Tech Plan Update, Corey Simpson

A. SUBJECT:

Superintendent's Report

B. SUBJECT:

Presentation of the Public School Budget Request for FY 2008

BACKGROUND:

For the last quarter century, the Public School Budget Coalition has met with the State Superintendent of Public Instruction to develop a public school funding budget request. "Membership" has changed over the years, but the core group – representing school administrators, parents, teachers, and elected school trustees – has remained intact. To prepare the FY 2008 request, the coalition invited representatives of the Office of the State Board of Education, Office of the Governor/Division of Financial Management, Legislative Services, Idaho Tax Commission, and other related interests, to meet and make specific budget recommendations to Dr. Howard. The FY 2008 Public Schools Budget Request took those recommendations into consideration.

DISCUSSION:

Mr. Tim Hill, Deputy Superintendent of School Support Services, State Department of Education, will present the budget request.

BOARD ACTION:

This is an informational item only. No action required.

ATTACHMENTS:

- 1. FY 2008 Public School Support Budget Request
- 2. FY 2008 Public School Budget Request Highlights

Public School Support Program Distribution Factor

% Change	12.4%	15.9%	17.1%	12.6%	22.9%	13.8%	4.2%	25.0%	5.7%	10.3%	11.8%	47.0%	15.7%	%°°°	9.0%	27.3% 58.7%	707 62	33.1%	%0.0 *1	Z 80	45.5%	2/2:51	¥	200.0%	22.9%	85.7%	%0.0	15.7%	Ą	7.3%	2.2%	5.0%
Increase / (Decrease)	\$160,513,700	\$7,278,200 1,500,000	\$8,778,200	\$169,291,900	\$40,000,000	\$209,291,900	2,715,600	200,000	325,000	45,000	87,149,400	(147,100)	20,772,500	0 0	000000	000'00c't 3'200'000	4	000,002,c	n	200,000	000'071	200,000	11,250,000	1,000,000	40,000,000	9,227,100	0	\$184,107,500	0\$	\$25,184,400	300.0	\$1,272.00
2007-2008 Request	\$1,452,100,700	\$53,145,000 7,000,000	\$60,145,000	\$1,512,245,700	\$215,000,000	\$1,727,245,700	67,032,300	1,000,000	6,075,000	480,000	827,991,500	166,100	153,420,400	1,250,000	4,750,000	7,000,000	000 000 47	15,000,000	2,800,000	000,000	6,Z1U,UUG	200,000,1	11,250,000	1,500,000	215,000,000	20,000,000	5,650,000	\$1,358,675,300	0\$	\$368,570,400	13,800.0	\$26,708.00
2006-2007 Appropriation	\$1,291,587,000	\$45,866,800 5,500,000	\$51,366,800	\$1,342,953,800	\$175,000,000	\$1,517,953,800	64.316.700	800,000	5,750,000	435,000	740,842,100	313,200	132,647,900	1,250,000	4,750,000	5,500,000		9,800,000	2,800,000	0	5,040,000	1,100,000	0	200,000	175,000,000	10,772,900	5,650,000	\$1,174,567,800	0\$	\$343,386,000	13,500.0	\$25,436.00

DISTRIBUTION FACTOR (includes \$300 for Safe Environment Provisions)

FY 2008 Public School Budget Request Highlights

Discretionary Funds \$25.2 million

Growth \$ 7.6 million (300 support units x \$25,436)

Inflation \$ 6.4 million (\$25,436 x 1.81% x 13,800 support units) **Other** (balance to 5%) \$11.2 million (\$25,436 x 3.19% x 13,800 support units)

Funds necessary for school district and charter school expenses including textbooks, employee medical insurance, utilities, etc.

FY 2007 appropriation \$25,436 per support unit

FY 2008 request \$26,708 per support unit (5% increase)

Support Unit (enrollment) Increase: \$19.8 million (\$16.7 million salaries, \$3.1 million benefits)

Enrollment increased by 5,991 in the 2005-06 school year, bringing total fall enrollment to 262,088. Approximately one-third of this increase (2,029) was in charter schools.

- Virtual charter schools will likely continue to attract a significant number of home-schooled students into the public school system.
- Charter school support units increased by 103.5 in the 2005-06 school year and are estimated to increase by approximately 93 in the 2006-07 school year. The four new charter schools represent approximately 40 support units of this increase.

The SDE will be receiving 2006-07 enrollment by mid-November. Preliminary estimates indicate that charter schools will be increasing enrollment by approximately 1,500 students.

Base Salary Increases (5%), Minimum Instructional Salary: \$43.7 million (\$36.9 million salaries, \$6.8 million benefits)

Base Salaries	Current	Request
Instructional	\$23,906	\$25,101
Administrative	\$34,773	\$36,512
Classified	\$19,207	\$20,167
Minimum Instructional Salary	Current	Request
<i>y</i>	\$30,000	\$31,000

Staff Allowance Increases: \$39.6 million (\$33.4 million salaries, \$6.2 million benefits)

Increase in Instructional staff allowance from 1.1 to 1.15 which will fund approximately 678 FTE. Increase in Classified staff allowance from 0.375 to 0.400 which will fund approximately 339 FTE. This request is a component of school reform and will allow school

districts and charter schools to hire instructional staff and classroom aides based on local needs.

PERSI Employer Rate Increase: \$4.8 million

Effective in FY 2008, the PERSI employer rate will increase from 10.39% to 11.00%. The state pays into PERSI on behalf of eligible public school employees.

Experience & Education Index: \$125 thousand (\$106 thousand salaries, \$19 thousand benefits)

Request based on FY 2006 actual indexes. The Instructional index has stabilized during the last few years and is not expected to change significantly.

District-Directed Professional Development: \$11.25 million

Represents cost of three days of instructional salaries and benefits for training in areas of focus, including math, and costs associated with state response of federal requirement for recruiting highly qualified teachers in low-performing schools. This is a component of school reform.

Gifted / Talented: \$1 million

To provide training for advanced placement teachers to teach dual credit classes. This is a component of school reform.

Math Initiative: \$500 thousand

Targeted pilot program to develop a math approach for primary grades while the more general professional development funds are used to train teachers for better math instruction in the middle and upper grades. This is a component of school reform.

Idaho Digital Learning Academy (IDLA): \$500 thousand

Additional funds requested for expected increase in student enrollment, which addresses school reform by making classes available to students in low-performing and rural schools.

Technology Grants: \$5.2 million

Additional funds for high-speed internet access (\$2 million), computer replacement (\$2.2 million), and integration/training (\$1 million).

Transportation: \$2.7 million (\$1.2 million for inflation @ 1.81%, plus \$1.5 million for estimated FY 2008 reimbursements)

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

Border Contracts: \$200 thousand

Increase in state funding due to elimination of school maintenance & operations property tax.

Exceptional Contracts / Tuition Equivalency: \$325 thousand

Additional funds required due to increase in exceptional child enrollment and excess cost rate.

Teacher Incentive (National Board Certification): -\$147 thousand

Decrease in number of eligible teachers from 132 to 70.

Safe & Drug-Free: \$1.5 million

This request includes an estimated \$4.7 million from FY 2008 taxes on tobacco products and lottery winnings, and \$2.3 million carryover of income taxes on lottery winnings.

Bond Levy Equalization Support Program: \$3.7 million

Increased funding for public school district bond subsidy. Per HB 743 (2006 Legislative Session), this program will be funded by taxes on tobacco products, which will be transferred annually to the general fund, and then appropriated to public schools.

Limited English Proficient (LEP): \$170 thousand

Funding to increase the amount per LEP student from \$230 to \$300. Estimated number of LEP students is 18,200 which is a decrease from 23,000 (FY 2007), due to clarification of classification.

Lottery (School Facilities): \$9.2 million

Increase due to estimated annual dividend (\$500 thousand), carryover from previous year (\$3 million), and fund shift of the Bond Levy Equalization Support Program to taxes on tobacco products.

C. SUBJECT:

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

BACKGROUND:

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

DISCUSSION:

Conditions supporting the October 1999 decision to approve the Albion Elementary School in Cassia County School District #151 as a hardship elementary school have not changed.

RECOMMENDATION:

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

BOARD ACTION:

No action is required unless the State Board of Education chooses to rescind the hardship status.

ATTACHMENTS:

- 1. Letter from Jerry Doggett to Dr. Marilyn Howard (September 29, 1999)
- 2. Letter from Mike Chesley to Dr. Marilyn Howard (August 22, 2006)

Note: These materials were not received in electronic form. For more information, contact Carmen Clausen, 208-332-6840.

D. SUBJECT:

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

BACKGROUND:

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

DISCUSSION:

Nine of the 13 school districts that requested approval to operate an elementary school during the 2006-07 school year with less than 10 pupils in average daily attendance were approved for the 2005-06 school year. Four school districts have an elementary school with estimated enrollment of greater than 10 for the upcoming year, but requested approval in the event that the average daily attendance falls below 10.

ACTION TAKEN:

Dr. Marilyn Howard approved all of the requests to operate an elementary school during the 2006-07 school year with less than 10 pupils in average daily attendance.

ATTACHMENTS:

1. List of approved districts/schools

Schools Approved to Operate with Less Than 10 ADA School Year 2006-2007

School District	School	Estimated Enrollment	Requested Approval Last Year?
Garden Valley School District # 071	Lowman Elementary	11	NO
Soda Springs Joint School District # 150	Grays Lake Elementary	< 10	YES
Cassia School District # 151	Almo Elementary	9	YES
Challis Joint School District # 181	Clayton Elementary	< 10	YES
Prairie Elementary School District # 191	Prairie Elementary - Junior High	< 10	YES
Mountain Home School District # 193	Pine Elementary - Junior High	11	YES
Grangeville Joint School District # 241	White Bird Primary	> 10	YES
Grangeville Joint School District # 241	Elk City Public School	> 10	NO
Grangeville Joint School District # 241	Powell	< 10	NO
Oneida School District # 351	Stone Elementary	12	YES
Pleasant Valley School District # 364	Pleasant Valley Elementary - Junior High	8	NO
Arbon Elementary School District # 383	Arbon Elementary	9	YES
Three Creek School District # 416	Three Creek Elementary - Junior High	< 10	YES

E. SUBJECT:

Procedural Update Regarding Idaho Accreditation

BACKGROUND:

In April 2005, the new State Board of Education Administrative Rule for accreditation, IDAPA 08.02.02.140, was enacted. Major changes in the state accreditation process were approved by the State Board for development and implementation by the State Department of Education. During the 2005-06 school year, the SDE:

- 1. developed and field-tested a web-based continuous improvement planning process for both districts and schools to meet the intent of sections 01-03 and 05 of the rule;
- 2. developed quality indicators for district and school accreditation standards, including scoring rubrics for use in self-assessment by the districts and schools, and monitoring by the state accreditation committee and the State Department (for sections 04-06 of the rule); and
- 3. integrated the Northwest Association of Accredited Schools (NAAS) accreditation standards and the NAAS improvement planning process into the Idaho system so that Idaho schools seeking NAAS accreditation do not have to complete two separate accrediting processes.

The SDE is preparing to conduct a field test of the quality indicators and scoring rubrics for the Idaho Accreditation Standards during the 2006-07 school year. All Idaho public districts and schools, and any private schools that have voluntarily sought state accreditation, will participate in the field test.

DISCUSSION:

The State Department of Education has requested time on the Board agenda in order to:

- 1. provide a live demonstration of the finalized Continuous Improvement Planning Tool;
- 2. introduce the quality indicators for the Idaho Accreditation Standards and a sample scoring rubric prior to the field test; and

3. illustrate the alignment of state and Northwest Association of Accredited Schools (NAAS) standards.

BOARD ACTION:

Information item only, no action required

ATTACHMENTS:

- 1. Continuous improvement planning tool matrix
- 2. Quality Indicators for Idaho District Accreditation Standards
- 3. Quality Indicators for Idaho School Accreditation Standards
- 4. Self-Assessment: Idaho School Accreditation Quality Indicators
- 5. Sample rubric pages for self-assessment
- 6. Diagram of state and NAAS alignment
- 7. Proposed point values for state and NAAS accreditation and possible rating scale
- 8. PowerPoint presentation

IDAHO STATE DEPARTMENT OF EDUCATION CONTINUOUS IMPROVEMENT PLANNING TOOL MATRIX

Components marked with an "X" are required under that program. A shaded box means that once that component is completed for district or school accreditation (bolded "x"), it does not have to be completed again to fulfill the other program requirements.

	DISTRICT LEVEL SCHOOL										SCHOO	OL LEVEL							
	Idaho District Accred.		NCLB District Improve.	Gifted & Talented		Techno- logy	Combined Dist. & Schools	Idaho School Accred.	NW School Accred.	NCLB School Improve.	Title I		Idaho Reading Indicator	Safe & Drug Free	21st Century Schools	LEP (OSBE)	Prof - Technical		
CIP COMPONENTS	Plan	11pp.	improve					Plan	Plan	improve.	Targeted Assistance	School- wide	(K-3)	Schools	Schools				
Strategic or Improvement Planning Committee	X		X		X	X	X	X	X	X	X	X							
Annual Progress Report	X				X		X	X				X							
Mission Statement	X						X	X	X	X		X							
Vision	X						X												
Operational Philosophy	X			X			X	X	X										
District/School Information	X	X	X	X	X	X	X	X	X	X	X	X							
Overview of District/School Characteristics	X						X	X	X	X	X	X							
Needs Assessment	X	X	X		X	X	X	X	X	X	X	X	X						
Action Plan (Goals/Objs/Strategies)	X	X	X	X	X	X	X	X	X	X	X	X	X						
Instructional Strategies		X	X	X	X	X				X	X	X	X						
Coordination of Programs		X	X	X	X	X				X	X	X							
Highly Qualified Staff and Professional Development	X	X	X	X	X	X	X	X		X	X	X							
Parent & Family Involvement		X	X		X	X				X	X	X							
Monitoring & Evaluation of Student Progress	X	X	X	X	X	X	X	X		X	X	X							
School & Classroom Management Summary			X	X	X	X	X	X		X	X	X							
State & Federal Requirements		X	X	X	X	X				X	X	X							

QUALITY INDICATORS FOR IDAHO DISTRICT ACCREDITATION STANDARDS

STANDARD I – VISION, MISSION AND POLICIES

District and school vision and mission statements are to serve as directional statements that form the foundation of all policies, guidelines and practical decisions that support student achievement. Education stakeholders in the district and school communities will collaboratively develop these guiding principles and review them periodically. Vision, mission and policies will be aligned with the Thoroughness legislation defined by Idaho Code 33-1612 and referenced in the Thoroughness Chapter of Idaho State Board of Education Administrative Rules.

VISION, MISSION AND EXPECTATIONS FOR STUDENT LEARNING -- 24 points

(Unless otherwise noted in parentheses following the quality indicator, each indicator has a value of 3)

The district's vision and mission statements describe the essence of what the district is seeking to achieve for its students. The expectations for student learning are based on and drawn from the mission statement. These expectations are the fundamental goals by which the district continually assesses the effectiveness of the teaching and learning process in its schools. Every component must focus on enabling all students to achieve the district's expectations for student learning.

- 1. The district shall have clearly written vision and mission statements that guide the development of school vision and mission statements. (6)
- The mission statement and expectations for student learning shall be developed by the community and be approved and supported by the professional staff, the school board and/or other district-wide governing organization.
- 3. The district's mission statement shall represent the community's fundamental values and beliefs about student learning.
- 4. The mission statement and the expectations for student learning shall guide the policies, procedures and decisions of the district. (6)
- 5. The vision and mission shall be regularly reviewed and communicated to the community. (6)

SCHOOL BOARD POLICIES AND ADMINISTRATIVE PROCEDURES -- 30 points

The local board of trustees develops and/or adopts district-wide policies. Schools within the district are subsequently responsible for developing, implementing and monitoring a comprehensive set of administrative procedures that are aligned with district policies.

- 1. The district has written policies congruent with its vision and mission and reflective of broad public input. (6)
- 2. The district has a parent/community involvement policy. (6)
- 3. District policies and procedures are available to students, parents, staff and the community. (6)
- 4. District policies are reviewed and updated regularly to reflect district needs. (6)
- 5. District policies and administrative procedures reflect, at a minimum, state and federal laws, rules and regulations. (6)

LEADERSHIP AND ORGANIZATION -- 18 points

The district administrators and school board members have the responsibility to coordinate the allocation and utilization of resources to maximize school capacity to meet the needs of all students. District decision-making District Indicators – May 2006

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should be characterized by thoughtful, reflective and constructive discourse about practices that support student learning and well being.

- 1. The superintendent shall provide leadership in the school community by creating and maintaining a shared vision, direction and focus for student learning. (6)
- 2. The instructional schedule adopted by the school board shall be driven by the district's mission and expectations for student learning and shall support effective implementation of curriculum, instruction and assessment at the school building level. (6)
- 3. Meaningful roles in the decision-making process shall be accorded to students, parents and school staff to promote an atmosphere of participation, responsibility and ownership. (6)

STANDARD II - HIGHLY QUALIFIED PERSONNEL

The most important factor for improving student achievement is the quality of the classroom teacher. Placing and retaining a competent, caring and qualified teacher in every classroom will maximize opportunities for student learning. All educators of Idaho students will be highly qualified as defined by the Idaho State Board of Education Administrative Rules.

Individual professional development plans and a staff evaluation model that effectively promotes the continuous improvement of school personnel are required components of this standard.

STAFFING – 24 points

- 1. Certificated personnel meet all state and federal requirements. (18)
- 2. Non-certificated personnel meet all state and federal requirements. (6)

INDIVIDUAL PROFESSIONAL DEVELOPMENT – 18 points

- 1. The district involves staff in the development and implementation of district professional development plans that align with the goals defined in the district strategic plan. (6)
- 2. The district provides the organizational structure, support, time and resources to schools in order to meet the objectives of individual and school-wide professional development plans. (12)

STAFF EVALUATION – 18 points

1. The district uses a staff evaluation model that effectively promotes the continuous improvement of school personnel. (18)

STANDARD III – EDUCATIONAL PROGRAM

Schools will provide a comprehensive educational program focused on meeting the needs of all students. High expectations for student success and frequent monitoring of student progress are critically important to student learning. Deep alignment of curriculum, instruction and assessment to standards considered essential for all students is imperative.

A school's educational program must be aligned with the Thoroughness legislation, Idaho Code 33-1612; the State Board of Education's Idaho Content Standards K-12; and the testing and high school graduation requirements defined in the Thoroughness Chapter of the Idaho State Board of Education Administrative Rules.

ELEMENTS OF THOROUGHNESS -- 6 points

- 1. The following Elements of Thoroughness, as cited in Idaho Code 33-1612, are integrated throughout the district's educational program: (6)
 - a. provision of a safe learning environment conducive to learning
 - b. educators empowered to maintain classroom discipline
 - c. emphasis on basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work
 - d. provision of instruction in effective communication skills
 - e. provision of a basic curriculum that enables students to enter academic or professionaltechnical postsecondary educational programs
 - f. instruction in skills necessary to enter the workforce
 - g. introduction of students to current technology
 - h. skill acquisition for responsible citizenship at home, school and in the community

CONTENT STANDARDS - 24 points

- 1. The district staff has aligned curriculum, instruction and assessments with the Idaho Content Standards. (18)
- 2. Non-traditional courses such as distance education, correspondence courses, web-based courses and the Portable Assistance Student Support (PASS) program are aligned with the Idaho Content Standards and district-approved for use in the schools. (6)

CURRICULUM – 36 points

The curriculum, which includes coursework, co-curricular activities and other school-approved educational experiences, is the district's formal plan to fulfill its mission statement and expectations for student learning. The curriculum links the district's beliefs and its expectations for student learning. The strength of that link is dependent upon the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.

- 1. A written curriculum is provided and utilized for each subject area. (6)
- 2. The district effectively implements a well-defined plan for the review and adoption of curriculum and materials. (6)
- 3. The district selects primary curricular materials for all subject areas from the <u>Idaho Adoption Guide</u> as approved by the State Board of Education. (6)
- 4. The district effectively implements a well-defined plan for the integration of technology into its curriculum, instruction and assessments. (6)
- 5. Curricular coordination and articulation shall be evident between and among all academic areas and schools in the district. (6)

6. The district shall commit time, financial resources and personnel to the development, evaluation and revision of curriculum. (6)

INSTRUCTION - 27 points

The quality of instruction in a district's schools is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum and the assessment of student progress. Instructional practices must be grounded in the district's mission and expectations for student learning, supported by research in best practice and refined and improved based on identified student needs.

- 1. The district policies and procedures address: (15)
 - a. a parent-approved student learning plan by the end of eighth grade or by age 14 for special education students regardless of grade level. (N/A for grades K-7)
 - b. an individual learning plan that is aligned with the Idaho Content Standards for limited English proficient students who require testing accommodations.
 - c. a current individual education plan that is aligned with the Idaho Content Standards for all special education students.
 - d. provision of the opportunity to develop academic skills, professional-technical skills and life skills to all students.
 - e. allocation of instructional time to support student learning.
- 2. The district endeavors to meet the teacher/student ratios and teacher loads recommended by the state for each school: (12)

Elementary (K-3) = 20

Elementary (4-6) = 26

Middle/junior high = 160 teacher load

High school = 160 teacher load for traditional schedule (140 for trimester school schedules, 180 for block school schedules)

Alternative school (7-12) = 18 average daily class load

ASSESSMENT OF STUDENT LEARNING – 12 points

Assessment informs the district regarding student progress and ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the community the progress of students in achieving the district's expectations for student learning and course-specific learning goals. Assessment results must be continually utilized to improve curriculum and instruction.

- 1. The district participates in the annual statewide student assessment program as required by Administrative Rules.
- 2. The district regularly monitors student achievement.
- 3. The district uses data to improve student performance, facilitate high quality instruction and provide appropriate intervention.
- 4. The district communicates district and school progress in achieving all district-wide expectations for student learning to the community.

STANDARD IV – LEARNING ENVIRONMENT

Schools will provide a safe, nurturing, disciplined and orderly learning environment conducive to learning. School site, facilities, equipment and related services serve as a vehicle for the implementation of the school mission and factor into the functioning of the educational program. The school's learning environment should contribute to a positive educational atmosphere and address the physical, emotional and social health and safety of all persons in the school. Maintenance of discipline and attention to reducing student behavior problems will improve learning opportunities for students. The provision of a productive climate and culture is an essential factor impacting student achievement.

SCHOOL PLANT AND FACILITIES – 30 points

- 1. The district has established regulations regarding matters of public health including sanitation, sewage disposal, a safe water supply and emergency procedures. (6)
- 2. Facilities meet all building codes, safety standards and public health regulations required by state and local authorities. (6)
- 3. School sites, buildings, equipment and furnishings are designed and maintained to facilitate the safety of all occupants and to maintain the quality of the school's instructional and co-curricular programs. (6)
- 4. All district facilities are inspected annually per Idaho Uniform School Building Safety Act. (6)
- 5. A planned and adequately funded program of building and site management shall ensure the appropriate maintenance, repair and cleanliness of all school facilities within the district. (6)

SAFE, POSITIVE SCHOOL ENVIRONMENT – 30 points

- 1. According to IDAPA 08.02.03.160, the district has developed, written and annually reviewed comprehensive districtwide policies and procedures that provide for a safe learning environment conducive to learning and encompass the following: (30)
 - a. school climate
 - b. discipline
 - c. violence prevention
 - d. gun-free schools
 - e. substance abuse
 - f. suicide prevention
 - g. student harassment
 - h. drug-free school zones
 - i. contagious or infectious diseases
 - i. building safety including emergency drills

DISTRICT/COMMUNITY RESOURCES FOR LEARNING - 60 points

Student learning and well-being are dependent upon adequate and appropriate support programs and services. The district is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the district's mission and expectations.

- 1. The district employs classified and support personnel to meet the needs of the staff and students.
- 2. Students have access to the following school-based programs required in Idaho statutes: (21)

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- a. comprehensive developmental school counseling
- b. programs for gifted/talented and disabled students
- c. school psychological services
- d. health and school nursing services
- e. physical therapy and/or occupational therapy services
- f. supplemental academic support programs
- g. extended time
- 3. Students have access to the following community-based services required in Idaho statutes: (18)
 - a. public health
 - b. community mental health
 - c. child protective services
 - d. vocational rehabilitation
 - e. job services
 - f. law enforcement and/or juvenile justice liaison
- 4. The district works collaboratively with communities and families in a school readiness program to prepare children for success in school.
- 5. The district shall foster business/community/higher education partnerships that support student learning.
- 6. The district shall conduct ongoing planning to address future programs, enrollment changes, staffing, facility and technology needs as well as capital improvements.
- 7. The district endeavors to meet state-recommended caseloads for pupil personnel services: counselors, social workers & psychologists = 400:1 (*student/district average)
- 8. The district endeavors to meet the state-recommended ratios for building administrative personnel: not to exceed 500:1*
- 9. The district endeavors to meet the state-recommended ratios for elementary/secondary media generalists and assistants: elementary = 500:1*/secondary = 500:1*

STANDARD V - CONTINUOUS SCHOOL IMPROVEMENT

Continual improvement of the educational program is essential in providing quality results. Idaho schools must be actively involved in a dynamic and data-driven school improvement planning process. Professional development programs and parent/community participation in the planning process are required elements that distinguish good schools. Successful improvement programs should focus on the systematic analysis of student performance data and how the school's instructional and organizational practices impact student achievement.

DISTRICT STRATEGIC PLAN – 36 points

- 1. The district develops and implements a comprehensive district strategic plan encompassing the priorities and needs of its schools. (12)
- 2. The district conducts an annual review of strategic and continuous school improvement plan progress with the local board of trustees. (12)
- 3. The district distributes strategic and continuous school improvement plan results to staff, parents and other stakeholders. (12)

PROFESSIONAL DEVELOPMENT - 24 points

- 1. The district has ensured that time and resources are made available to staff in order to meet professional development needs. (12)
- 2. Professional development is an integral part of and aligned with the district strategic plan. (12)

STANDARD VI – STUDENT ACHIEVEMENT

The primary focus for Idaho schools is student learning and growth. Districts and schools, in partnership with parents and the community, must be accountable for student achievement. Accountability refers to the systematic collection, analysis and use of data and information to provide for continuous improvement in student performance.

The State Board of Education's accountability measures defined in Administrative Rules set forth the basic requirements contained in this standard.

ACCOUNTABILITY - 24 points

- 1. The district has established high school graduation requirements that, at a minimum, align with those of the State Board of Education.
- 2. The district reports attendance rates, student dropout rates, and graduation rates and incorporates goals for reducing the number of absences and dropouts in the district strategic plan.
- 3. The district develops and communicates written administrative policies and procedures to staff, students and patrons regarding: (18)
 - a. a comprehensive and effective plan for evaluating student achievement
 - b. grading and graduation requirements
 - c. attendance
 - d. promotion and retention
 - e. expulsion and suspension
 - f. persistently dangerous schools

STUDENT PROGRESS – 59 points

- 1. The district disaggregates all student data and reports progress annually, adhering to current state and federal guidelines. (6)
- 2. The district publishes annual report cards, which include state assessment data; makes them broadly available in understandable language to the public; and submits them as required by state and federal requirements. (6)
- 3. The district demonstrates student growth and/or progress on statewide assessments as measured by the Fall Idaho Standards Achievement Test (ISAT), and the Fall to Spring Idaho Reading Indicator (IRI). (47)
 - a. ISAT:
 - i. students do not meet typical (expected) growth
 - ii. students meet typical (expected) growth
 - iii. students exceed typical (expected) growth
 - iv. students demonstrate extraordinary growth
 - b. IRI:
 - i. students do not meet state established proficiency targets
 - ii. students are making progress toward the established proficiency targets
 - iii. students meet state established proficiency targets (85% etc)
 - iv. students exceed state established proficiency targets

QUALITY INDICATORS FOR IDAHO SCHOOL ACCREDITATION STANDARDS

STANDARD I – VISION, MISSION AND POLICIES

District and school vision and mission statements are to serve as directional statements that form the foundation of all policies, guidelines and practical decisions that support student achievement. Education stakeholders in the district and school communities will collaboratively develop these guiding principles and review them periodically. Vision, mission and policies will be aligned with the Thoroughness legislation defined by Idaho Code 33-1612 and referenced in the Thoroughness Chapter of Idaho State Board of Education Administrative Rules.

1.01. VISION, MISSION AND EXPECTATIONS FOR STUDENT LEARNING – 24 points

(Unless otherwise noted in parentheses following the quality indicator, each indicator has a point value of 3)

The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

- 1. The school shall have clearly written vision and mission statements that are aligned with the district vision and mission. (6)
- The mission statement and expectations for student learning shall be developed by the school community and be approved and supported by the professional staff, the school board and/or other school-wide governing organization.
- 3. The school's mission statement shall represent the school community's fundamental values and beliefs about student learning.
- 4. The mission statement and the school's expectations for student learning shall guide the procedures, policies and decisions of the school and shall be evident in the culture of the school. (6)
- 5. The vision and mission shall be regularly reviewed and communicated to the school community. (6)

1.02. SCHOOL BOARD POLICIES AND ADMINISTRATIVE PROCEDURES - 24 points

The local board of trustees develops and/or adopts district-wide policies. The school is subsequently responsible for developing, implementing and monitoring a comprehensive set of administrative procedures that are aligned with district policies.

- 1. The school shall have written procedures aligned with district policies that promote the effective operation of the school. (12)
- 2. The school procedures shall promote parent/community involvement and shall be available to students, parents, staff and the community. (12)

1.03. LEADERSHIP AND ORGANIZATION -- 24 points

The way in which a school organizes learning for students, fosters leadership and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective and constructive discourse about decision-making and practices that support student learning and well being.

1. The principal shall provide leadership in the school community by creating and maintaining a shared vision, direction and focus for student learning.

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- 2. Teachers as well as administrators other than the principal shall provide leadership essential to the improvement of the school.
- 3. The organization of the school and its educational programs shall promote the school's mission and expectations for student learning.
- 4. The instructional schedule shall be driven by the school's mission and expectations for student learning and shall support the effective implementation of the curriculum, instruction and assessment.
- 5. Meaningful roles in the decision-making process shall be accorded to students, parents and all members of the school staff to promote an atmosphere of participation, responsibility and ownership.
- 6. The professional staff shall collaborate in support of learning for all students.
- 7. Student grouping patterns shall reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices and support the achievement of the school's mission and expectations for student learning.
- 8. Student success shall be regularly acknowledged, celebrated and displayed.

STANDARD II - HIGHLY QUALIFIED PERSONNEL

The most important factor for improving student achievement is the quality of the classroom teacher. Placing and retaining a competent, caring and qualified teacher in every classroom will maximize opportunities for student learning. All educators of Idaho students will be highly qualified as defined by the Idaho State Board of Education Administrative Rules.

Individual professional development plans and a staff evaluation model that effectively promotes the continuous improvement of school personnel are required components of this standard.

2.01. STAFFING – 24 points

- 1. Certificated personnel meet all state and federal requirements. (18)
- 2. Non-certificated personnel meet all state and federal requirements. (6)

2.02. INDIVIDUAL PROFESSIONAL DEVELOPMENT - 30 points

- 1. The school has a process in place to create and monitor individual professional development plans.
 - (9) The individual professional development plan:
 - a. engages the professional educator in examination of best practices for teaching and learning as defined by research. (3)
 - b. identifies the organizational structure and support needed to improve the educator's performance. (3)
 - c. is job-embedded, data-driven and supports increased student achievement. (3)
- 2. The school involves staff in the development and implementation of individual and school professional development plans that align with the goals defined in the district strategic plan and the continuous school improvement plan. (6)
- 3. Organizational structure, support, time and resources are provided to staff in order to meet the objectives of individual and school-wide professional development plans. (6)

2.03. STAFF EVALUATION – 18 points

- 1. The school uses a staff evaluation model that effectively promotes the continuous improvement of school personnel. (6)
- 2. Teacher supervision and evaluation processes shall be used to improve instruction for the purposes of enhancing student learning and meeting student needs. (6)
- 3. Teachers shall be expert in their content area, knowledgeable about current research on effective instructional approaches and reflective about their own practices. (6)

2.04. STAFF TURNOVER/RETENTION - 6 points

1. The school evaluates staff turnover and addresses any concerns about staff retention. (6)

STANDARD III – EDUCATIONAL PROGRAM

Schools will provide a comprehensive educational program focused on meeting the needs of all students. High expectations for student success and frequent monitoring of student progress are critically important to student learning. Deep alignment of curriculum, instruction and assessment to standards considered essential for all students is imperative.

A school's educational program must be aligned with the Thoroughness legislation, Idaho Code 33-1612; the State Board of Education's Idaho Student Achievement Standards K-12; and the testing and high school graduation requirements defined in the Thoroughness Chapter of the Idaho State Board of Education Administrative Rules.

3.01. ELEMENTS OF THOROUGHNESS - 6 points

- 1. The following Elements of Thoroughness, as cited in Idaho Code 33-1612, are integrated throughout the educational program: (6)
 - a. provision of a safe learning environment conducive to learning
 - b. educators empowered to maintain classroom discipline
 - c. emphasis on basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work
 - d. provision of instruction in effective communication skills
 - e. provision of a basic curriculum that enables students to enter academic or professional-technical postsecondary educational programs
 - f. instruction in skills necessary to enter the workforce
 - g. introduction of students to current technology
 - h. skill acquisition for responsible citizenship at home, school and in the community

3.02. CONTENT STANDARDS -- 15 points

- 1. The curriculum, instruction and assessments shall be aligned with the Idaho Content Standards. (12)
- 2. Non-traditional courses such as distance education, correspondence courses, web-based courses and the Portable Assistance Student Support (PASS) program shall be aligned with the Idaho Content Standards. (N/A for elementary schools)

3.03. CURRICULUM - 27 points

The curriculum, which includes coursework, co-curricular activities and other school-approved educational experiences, is the school's formal plan to fulfill its mission statement and expectations for student learning. The curriculum links the school's beliefs, its expectations for student learning and its instructional practices. The strength of that link is dependent upon the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.

- 1. Each curriculum area shall identify those school-wide academic expectations for which it is responsible.
- 2. A written curriculum for each subject area shall be utilized.
- 3. The curriculum shall be aligned with the school-wide academic expectations and shall ensure that all students have opportunity to practice and achieve each of those expectations.
- 4. Curricular coordination and articulation between and among all academic areas shall be evident within the school as well as with feeder schools in the district.
- 5. Instructional materials, technology, equipment, supplies, facilities, staffing levels and the resources of the library/media center shall allow for the implementation of the curriculum.

- 6. The professional staff shall be involved in the ongoing development, evaluation and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations.
- 7. The school or district shall commit time, financial resources and personnel to the development, evaluation and revision of curriculum.
- 8. The school selects primary curricular materials for all subject areas from the <u>Idaho Adoption Guide</u> as approved by the State Board of Education. (*include provision for waivers*)
- 9. Technology shall be integrated into and supportive of teaching and learning.

3.04. INSTRUCTION -- 24 points

The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum and the assessment of student progress. Instructional practices must be grounded in the school's mission and expectations for student learning, supported by research in best practice and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

- 1. Instructional strategies shall be consistent with the school's mission statement and expectations for student learning.
- 2. The teaching and learning program focuses on instructional best practices.
- 3. Instructional time is allocated and protected to support student learning.
- 4. All students have a parent-approved student learning plan by the end of eighth grade or by age for special education students regardless of grade level. (possible N/A for elementary schools)
- 5. Limited English proficient students who require testing accommodations have an individual learning plan that is aligned with the Idaho Content Standards.
- 6. All special education students have a current individual education plan that is aligned with the Idaho Content Standards.
- 7. The school or district endeavors to meet the teacher/student ratios and teacher loads recommended by the state: (6)

Elementary (K-3) = 20

Elementary (4-6) = 26

Middle/junior high = 160 teacher load

High school = 160 teacher load for traditional schedule (140 for trimester school schedules, 180 for block school schedules)

Alternative school (7-12) = 18 average daily class load

3.05. ASSESSMENT OF STUDENT LEARNING – 15 points

Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning and course-specific learning goals. Assessment results must be continually discussed to improve curriculum and instruction.

- 1. The school staff uses data to improve student performance, facilitate quality instruction and provide intervention as needed.
- 2. The school participates in the annual statewide student assessment program as required by Administrative Rules.

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- 3. The school regularly monitors student achievement using multiple assessment measures.
- 4. Parents/guardians are informed of assessment results, invited to participate in the development of plans for improvement and are aware of methods to help their students.
- 5. The school's professional staff shall communicate the school's progress achieving all school-wide expectations to the school community.

STANDARD IV - LEARNING ENVIRONMENT

Schools will provide a safe, nurturing, disciplined and orderly learning environment conducive to learning. School site, facilities, equipment and related services serve as a vehicle for the implementation of the school mission and factor into the functioning of the educational program. The school's learning environment should contribute to a positive educational atmosphere and address the physical, emotional and social health and safety of all persons in the school. Maintenance of discipline and attention to reducing student behavior problems will improve learning opportunities for students. The provision of a productive climate and culture is an essential factor impacting student achievement.

4.01. SCHOOL PLANT AND FACILITIES - 21 points

- 1. Facilities meet all building codes, safety standards and public health regulations required by state and local authorities.
- 2. The site, buildings, equipment and furnishings are designed and maintained to facilitate the safety of all occupants and to maintain the quality of the school's instructional and co-curricular programs.
- 3. The school building is inspected annually per Idaho Uniform School Building Safety Act. (6)
- 4. A planned and adequately funded program of building and site management at the district and/or school level shall ensure the maintenance, repair and cleanliness of the school plant.
- 5. The school site and plant shall support and enhance all aspects of the educational program and the support services for student learning.
- 6. Equipment shall be adequate, properly maintained, catalogued and replaced when appropriate.

4.02. SAFE, POSITIVE SCHOOL ENVIRONMENT – 21 points

- 1. The school has a written code of student conduct that was cooperatively designed by members of the school community including students, staff, administration and patrons. (6)
- 2. Policies and procedures regarding student behavior are clearly communicated and consistently enforced and applied.
- 3. The climate of the school shall be safe, positive, respectful and supportive, resulting in a sense of pride and ownership.
- 4. The school has established a school safety team with representation from the school and community for development, implementation and monitoring of the safe learning environment.
- 5. The school has developed and implemented procedures for supervision and applicable training of employees to ensure a positive school environment.
- 6. Data is collected on student behavior referrals, suspensions and expulsions and, if applicable, used for the development and implementation of improvement goals and strategies.

4.03. SCHOOL RESOURCES FOR LEARNING -- 21 points

Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

- 1. The district or school employs classified and support personnel to meet the needs of the staff and students.
- 2. Student records, including health and immunization records, shall be maintained in a confidential and secure

manner consistent with federal and state law.

- 3. The school has financial resources to provide services to students to meet the stated purposes of the school and to provide the educational program to the student.
- 4. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds.
- 5. The school endeavors to meet state-recommended caseloads for pupil personnel services: counselors, social workers & psychologists = 400:1 (*student/district average)
- 6. The school shall provide special education services related to the identification, monitoring and referral of students in accordance with local, state and federal laws.
- 7. The school endeavors to meet the state-recommended ratios for elementary/secondary media generalists and assistants: elementary = 500:1*/secondary = 500:1*

4.04. COMMUNITY RESOURCES FOR LEARNING – 9 points

Active community and parent participation, facilities that support school programs and services and dependable and adequate funding are necessary for the school to achieve its mission and expectations for student learning.

- 1. The school shall engage parents and families as partners in each student's education and shall encourage their participation in school programs and parent support groups.
- 2. The school shall foster business/community/higher education partnerships that support student learning.
- 3. There shall be ongoing planning to address future programs, enrollment changes, staffing, facility and technology needs as well as capital improvements.

STANDARD V - CONTINUOUS SCHOOL IMPROVEMENT

Continual improvement of the educational program is essential in providing quality results. Idaho schools must be actively involved in a dynamic and data-driven school improvement planning process. Professional development programs and parent/community participation in the planning process are required elements that distinguish good schools. Successful improvement programs should focus on the systematic analysis of student performance data and how the school's instructional and organizational practices impact student achievement.

CONTINUOUS SCHOOL IMPROVEMENT PLAN - 42 points

- 1. The school develops and implements a continuous school improvement plan focused on student achievement that is reviewed and revised on an ongoing basis.
- 2. The continuous school improvement plan utilizes school leadership teams and provides for a collaborative, organized process of planning and decision-making, which includes parental and community involvement.
- 3. There is a commitment to the school improvement process by the school leadership team and the school staff.
- 4. The school utilizes a continuous school improvement process that includes each of the following common core elements:
 - a. vision, mission and belief/commitment statements that guide school improvement and focus on student performance
 - b. ongoing collection, review and analysis of pertinent data that builds a profile of the school and assesses staff and student needs
 - c. utilization of data analysis/needs assessment results to select the most appropriate areas upon which to focus improvement efforts and to identify needed student support services
 - d. development of data-driven and measurable student achievement goals
 - e. assessment and analysis of staff strengths and challenges in relation to the student achievement goals
 - f. review of pertinent research and use of scientifically research-based models, programs and practices when selecting improvement strategies
 - g. strategies that focus on improving student performance
 - h. action plan and timeline for implementing strategies and achieving goals
 - i. professional development goals aligned with the continuous school improvement plan
 - j. monitoring and evaluation of the effect of the plan on student achievement and staff practices in order to make adjustments, as needed, to ensure success
- 5. Evidence of school improvement is identified, documented, utilized and communicated to all stakeholders.

PROFESSIONAL DEVELOPMENT – 30 points

- 1. The school has ensured that time and resources are made available to staff in order to meet professional development needs. (6)
- 2. Professional development is an integral part of and aligned with the continuous school improvement plan. (6)
- 3. The school is utilizing a staff development plan that reflects identified instructional needs. (6)

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- 4. The school's professional development program shall provide opportunities for teachers to develop and improve their instructional strategies. (6)
- 5. The school's professional development program shall provide opportunities for teachers to collaborate in developing a broad range of student assessment strategies. (6)

STANDARD VI – STUDENT ACHIEVEMENT

The primary focus for Idaho schools is student learning and growth. Districts and schools, in partnership with parents and the community, must be accountable for student achievement. Accountability refers to the systematic collection, analysis and use of data and information to provide for continuous improvement in student performance.

The State Board of Education's accountability measures defined in Administrative Rules set forth the basic requirements contained in this standard.

ACCOUNTABILITY – 27 points

- 1. The school follows or has established high school graduation requirements that, at a minimum, align with those of the State Board of Education. (NA for elementary & middle schools or if district is responsible)
- 2. The school reports attendance rates, student dropout rates and graduation rates and incorporates goals for reducing the number of absences and dropouts in the continuous school improvement plan as needed.
- 3. The school clearly documents student achievement on school records and ensures that all student records are physically secured against fire, misplacement, loss or other unauthorized access.
- 4. The school develops and communicates written procedures to staff, students and patrons regarding:
 - a. comprehensive and effective plan for evaluating student achievement
 - b. grading and graduation requirements
 - c. attendance
 - d. promotion and retention
 - e. expulsion and suspension
 - f. persistently dangerous schools

STUDENT PROGRESS – 92 points

- 1. The school disaggregates all student data, tracks subpopulations longitudinally and reports progress annually, adhering to current state and federal guidelines. (6)
- 2. The school publishes annual report cards, which include state assessment data; makes them broadly available in understandable language to the public; and submits them as required by state and federal requirements. (6)
- 3. The school demonstrates student growth and/or progress on statewide assessments as measured by the Fall Idaho Standards Achievement Test (ISAT), and the Fall to Spring Idaho Reading Indicator (IRI). (80)
 - a. ISAT:
 - i. students do not meet typical (expected) growth
 - ii. students meet typical (expected) growth
 - iii. students exceed typical (expected) growth
 - iv. students demonstrate extraordinary growth
 - b. IRI:
 - i. students do not meet state established proficiency targets
 - ii. students are making progress toward the established proficiency targets
 - iii. students meet state established proficiency targets (85% etc)
 - iv. students exceed state established proficiency targets

SELF-ASSESSMENT IDAHO SCHOOL ACCREDITATION QUALITY INDICATORS

STANDARD I – VISION, MISSION AND POLICIES

District and school vision and mission statements are to serve as directional statements that form the foundation of all policies, guidelines and practical decisions that support student achievement. Education stakeholders in the district and school communities will collaboratively develop these guiding principles and review them periodically. Vision, mission and policies will be aligned with the Thoroughness legislation defined by Idaho Code 33-1612 and referenced in the Thoroughness Chapter of Idaho State Board of Education Administrative Rules.

1.01. VISION, MISSION AND EXPECTATIONS FOR STUDENT LEARNING – 24 points

The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

	QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1.	The school shall have clearly written vision and mission statements that are aligned with the district vision and mission.	6	4	2	0
2.	The mission statement and expectations for student learning shall be developed by the school community and be approved and supported by the professional staff, the school board and/or other school-wide governing organization.	3	2	1	0
3.	The school's mission statement shall represent the school community's fundamental values and beliefs about student learning.	3	2	1	0
4.	The mission statement and the school's expectations for student learning shall guide the procedures, policies and decisions of the school and shall be evident in the culture of the school.	6	4	2	0
5.	The vision and mission shall be regularly reviewed and communicated to the school community.	6	4	2	0

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1.02. SCHOOL BOARD POLICIES AND ADMINISTRATIVE PROCEDURES - 24 points

The local board of trustees develops and/or adopts district-wide policies. The school is subsequently responsible for developing, implementing and monitoring a comprehensive set of administrative procedures that are aligned with district policies.

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. The school shall have written procedures aligned with district policies that promote the effective operation of the school.	12	8	4	0
2. The school procedures shall promote parent/community involvement and shall be available to students, parents, staff and the community.	12	8	4	0

1.03. LEADERSHIP AND ORGANIZATION -- 24 points

The way in which a school organizes learning for students, fosters leadership and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective and constructive discourse about decision-making and practices that support student learning and well being.

	QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1.	The principal shall provide leadership in the school community by creating and maintaining a shared vision, direction and focus for student learning.	3	2	1	0
2.	Teachers as well as administrators other than the principal shall provide leadership essential to the improvement of the school.	3	2	1	0
3.	The organization of the school and its educational programs shall promote the school's mission and expectations for student learning.	3	2	1	0
4.	The instructional schedule shall be driven by the school's mission and expectations for student learning and shall support the effective implementation of the curriculum, instruction and assessment.	3	2	1	0

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	QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
5.	Meaningful roles in the decision-making process shall be accorded to students, parents and all members of the school staff to promote an atmosphere of participation, responsibility and ownership.	3	2	1	0
6.	The professional staff shall collaborate in support of learning for all students.	3	2	1	0
7.	Student grouping patterns shall reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices and support the achievement of the school's mission and expectations for student learning.	3	2	1	0
8.	Student success shall be regularly acknowledged, celebrated and displayed.	3	2	1	0

STANDARD II - HIGHLY QUALIFIED PERSONNEL

The most important factor for improving student achievement is the quality of the classroom teacher. Placing and retaining a competent, caring and qualified teacher in every classroom will maximize opportunities for student learning. All educators of Idaho students will be highly qualified as defined by the Idaho State Board of Education Administrative Rules.

Individual professional development plans and a staff evaluation model that effectively promotes the continuous improvement of school personnel are required components of this standard.

2.01. STAFFING – 24 points

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. Certificated personnel meet all state and federal requirements.	18	12	6	0
2. Non-certificated personnel meet all state and federal requirements.	6	4	2	0

School Indicators - August 2006

2.02. INDIVIDUAL PROFESSIONAL DEVELOPMENT – 30 points

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. The school has a process in place to create and monitor individual professional development plans.	9	6	3	0
The individual professional development plan:				
 a. engages the professional educator in examination of best practices for teaching and learning as defined by research. 	3	2	1	0
b. identifies the organizational structure and support needed to improve the educator's performance.	3	2	1	0
c. is job-embedded, data-driven and supports increased student achievement.	3	2	1	0
2. The school involves staff in the development and implementation of individual and school professional development plans that align with the goals defined in the district strategic plan and the continuous school improvement plan.	6	4	2	0
3. Organizational structure, support, time and resources are provided to staff in order to meet the objectives of individual and school-wide professional development plans.	6	4	2	0

2.03. STAFF EVALUATION – 18 points

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. The school uses a staff evaluation model that effectively promotes the continuous improvement of school personnel.	6	4	2	0
2. Teacher supervision and evaluation processes shall be used to improve instruction for the purposes of enhancing student learning and meeting student needs.	6	4	2	0

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
3. Teachers shall be expert in their content area, knowledgeable about current research on effective instructional approaches and reflective about their own practices.	6	4	2	0

2.04. STAFF TURNOVER/RETENTION – 6 points

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. The school evaluates staff turnover and addresses any concerns about staff retention.	6	4	2	0

STANDARD III - EDUCATIONAL PROGRAM

Schools will provide a comprehensive educational program focused on meeting the needs of all students. High expectations for student success and frequent monitoring of student progress are critically important to student learning. Deep alignment of curriculum, instruction and assessment to standards considered essential for all students is imperative.

A school's educational program must be aligned with the Thoroughness legislation, Idaho Code 33-1612; the State Board of Education's Idaho Student Achievement Standards K-12; and the testing and high school graduation requirements defined in the Thoroughness Chapter of the Idaho State Board of Education Administrative Rules.

3.01. ELEMENTS OF THOROUGHNESS – 6 points

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
 The following Elements of Thoroughness, as cited in Idaho Code 33-1612, are integrated throughout the educational program: a. provision of a safe learning environment conducive to learning b. educators empowered to maintain classroom discipline c. emphasis on basic values of honesty, self-discipline, unselfishness, respect 	6	4	2	0

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	for authority and the central importance of work		
d.	provision of instruction in effective communication skills		
e.	provision of a basic curriculum that enables students to enter academic or		
	professional-technical postsecondary educational programs		
f.	instruction in skills necessary to enter the workforce		
g.	introduction of students to current technology		
h.	skill acquisition for responsible citizenship at home, school and in the		
	community		

3.02. CONTENT STANDARDS -- 15 points

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
The curriculum instruction and assessments shall be aligned with the Idaho Content Standards.	12	8	4	0
2. Non-traditional courses such as distance education, correspondence courses, web-based courses and the Portable Assistance Student Support (PASS) program shall be aligned with the Idaho Content Standards. (N/A for elementary schools)	3	2	1	0

3.03. CURRICULUM - 27 points

The curriculum, which includes coursework, co-curricular activities and other school-approved educational experiences, is the school's formal plan to fulfill its mission statement and expectations for student learning. The curriculum links the school's beliefs, its expectations for student learning and its instructional practices. The strength of that link is dependent upon the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
Each curriculum area shall identify those school-wide academic expectations for which it is responsible.	3	2	1	0
2. A written curriculum for each subject area shall be utilized.	3	2	1	0

	QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
	culum shall be aligned with the school-wide academic expectations and shall ensure idents have opportunity to practice and achieve each of those expectations.	3	2	1	0
	r coordination and articulation between and among all academic areas shall be ithin the school as well as with feeder schools in the district.	3	2	1	0
	nal materials, technology, equipment, supplies, facilities, staffing levels and the of the library/media center shall allow for the implementation of the curriculum.	3	2	1	0
the curric	ssional staff shall be involved in the ongoing development, evaluation and revision of ulum based on assessments of student performance in achieving the school's expectations.	3	2	1	0
	ol or district shall commit time, financial resources and personnel to the development, and revision of curriculum.	3	2	1	0
	ol selects primary curricular materials for all subject areas from the <u>Idaho</u> <u>Guide</u> as approved by the State Board of Education.	3	2	1	0
9. Technolo	ogy shall be integrated into and supportive of teaching and learning.	3	2	1	0

3.04. INSTRUCTION -- 24 points

The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum and the assessment of student progress. Instructional practices must be grounded in the school's mission and expectations for student learning, supported by research in best practice and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. Instructional strategies shall be consistent with the school's mission statement and expectations for student learning.	3	2	1	0

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
2. The teaching and learning program focuses on instructional best practices.	3	2	1	0
3. Instructional time is allocated and protected to support student learning.	3	2	1	0
4. All students have a parent-approved student learning plan by the end of eighth grade or by age for special education students regardless of grade level. (possible N/A for elementary schools)	3	2	1	0
5. Limited English proficient students who require testing accommodations have an individual learning plan that is aligned with the Idaho Content Standards.	3	2	1	0
6. All special education students have a current individual education plan that is aligned with the Idaho Content Standards.	3	2	1	0
7. The school or district endeavors to meet the teacher/student ratios and teacher loads recommended by the state: Elementary (K-3) = 20 Elementary (4-6) = 26 Middle/junior high = 160 teacher load High school = 160 teacher load for traditional schedule (140 for trimester school schedules, 180 for block school schedules) Alternative school (7-12) = 18 average daily class load\	6	4	2	0

3.05. ASSESSMENT OF STUDENT LEARNING – 15 points

Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning and course-specific learning goals. Assessment results must be continually discussed to improve curriculum and instruction.

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. The school staff uses data to improve student performance, facilitate quality instruction and provide intervention as needed.	3	2	1	0
2. The school participates in the annual statewide student assessment program as required by Administrative Rules.	3	2	1	0
3. The school regularly monitors student achievement using multiple assessment measures.	3	2	1	0
4. Parents/guardians are informed of assessment results, invited to participate in the development of plans for improvement and are aware of methods to help their students.	3	2	1	0
5. The school's professional staff shall communicate the school's progress achieving all school-wide expectations to the school community.	3	2	1	0

STANDARD IV – LEARNING ENVIRONMENT

Schools will provide a safe, nurturing, disciplined and orderly learning environment conducive to learning. School site, facilities, equipment and related services serve as a vehicle for the implementation of the school mission and factor into the functioning of the educational program. The school's learning environment should contribute to a positive educational atmosphere and address the physical, emotional and social health and safety of all persons in the school. Maintenance of discipline and attention to reducing student behavior problems will improve learning opportunities for students. The provision of a productive climate and culture is an essential factor impacting student achievement.

4.01. SCHOOL PLANT AND FACILITIES – 21 points

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. Facilities meet all building codes, safety standards and public health regulations required by state and local authorities.	3	2	1	0

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QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
2. The site, buildings, equipment and furnishings are designed and maintained to facilitate the safety of all occupants and to maintain the quality of the school's instructional and co-curricular programs.	3	2	1	0
3. The school building is inspected annually per Idaho Uniform School Building Safety Act.	6	4	2	0
4. A planned and adequately funded program of building and site management at the district and/or school level shall ensure the maintenance, repair and cleanliness of the school plant.	3	2	1	0
5. The school site and plant shall support and enhance all aspects of the educational program and the support services for student learning.	3	2	1	0
6. Equipment shall be adequate, properly maintained, catalogued and replaced when appropriate.	3	2	1	0

4.02. SAFE, POSITIVE SCHOOL ENVIRONMENT – 21 points

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. The school has a written code of student conduct that was cooperatively designed by members of the school community including students, staff, administration and pat	• 6	4	2	0
2. Policies and procedures regarding student behavior are clearly communicated consistently enforced and applied.	l and 3	2	1	0
3. The climate of the school shall be safe, positive, respectful and supportive, resulting sense of pride and ownership.	gin a 3	2	1	0
4. The school has established a school safety team with representation from the and community for development, implementation and monitoring of the safe environment.		2	1	0
5. The school has developed and implemented procedures for supervision and a training of employees to ensure a positive school environment.	pplicable 3	2	1	0

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
6. Data is collected on student behavior referrals, suspensions and expulsions and, if applicable, used for the development and implementation of improvement goals and strategies.	3	2	1	0

4.03. SCHOOL RESOURCES FOR LEARNING -- 21 points

Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
The district or school employs classified and support personnel to meet the needs of the staff and students.	3	2	1	0
2. Student records, including health and immunization records, shall be maintained in a confidential and secure manner consistent with federal and state law.	3	2	1	0
3. The school has financial resources to provide services to students to meet the stated purposes of the school and to provide the educational program to the student.	3	2	1	0
4. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds.	3	2	1	0
5. The school endeavors to meet state-recommended caseloads for pupil personnel services: counselors, social workers & psychologists = 400:1 (*student/district average)	3	2	1	0
6. The school shall provide special education services related to the identification, monitoring and referral of students in accordance with local, state and federal laws.	3	2	1	0
7. The school endeavors to meet the state-recommended ratios for elementary/secondary media generalists and assistants: elementary = 500:1*/secondary = 500:1*	3	2	1	0

4.04. COMMUNITY RESOURCES FOR LEARNING-9 points

Active community and parent participation, facilities that support school programs and services and dependable and adequate funding are necessary for

the school to achieve its mission and expectations for student learning.

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. The school shall engage parents and families as partners in each student's education and shall encourage their participation in school programs and parent support groups.	3	2	1	0
2. The school shall foster business/community/higher education partnerships that support student learning.	3	2	1	0
3. There shall be ongoing planning to address future programs, enrollment changes, staffing, facility and technology needs as well as capital improvements.	3	2	1	0

STANDARD V - CONTINUOUS SCHOOL IMPROVEMENT

Continual improvement of the educational program is essential in providing quality results. Idaho schools must be actively involved in a dynamic and data-driven school improvement planning process. Professional development programs and parent/community participation in the planning process are required elements that distinguish good schools. Successful improvement programs should focus on the systematic analysis of student performance data and how the school's instructional and organizational practices impact student achievement.

5.01. CONTINUOUS SCHOOL IMPROVEMENT PLAN – 42 points

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. The school develops and implements a continuous school improvement plan focused on student achievement that is reviewed and revised on an ongoing basis.	3	2	1	0
2. The continuous school improvement plan utilizes school leadership teams and provides for a collaborative, organized process of planning and decision-making, which includes parental and community involvement.	3	2	1	0
3. There is a commitment to the school improvement process by the school leadership team and the school staff.	3	2	1	0

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QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
4. The school utilizes a continuous school improvement process that includes each of the following common core elements:				
 a. vision, mission and belief/commitment statements that guide school improvement and focus on student performance 	3	2	1	0
b. ongoing collection, review and analysis of pertinent data that builds a profile of the school and assesses staff and student needs	3	2	1	0
c. utilization of data analysis/needs assessment results to select the most appropriate areas upon which to focus improvement efforts and to identify needed student support services	3	2	1	0
d. development of data-driven and measurable student achievement goals	3	2	1	0
e. assessment and analysis of staff strengths and challenges in relation to the student achievement goals	3	2	1	0
f. review of pertinent research and use of scientifically research-based models, programs and practices when selecting improvement strategies	3	2	1	0
g. strategies that focus on improving student performance	3	2	1	0
h. action plan and timeline for implementing strategies and achieving goals	3	2	1	0
i. professional development goals aligned with the continuous school improvement plan	3	2	1	0
j. monitoring and evaluation of the effect of the plan on student achievement and staff practices in order to make adjustments, as needed, to ensure success	3	2	1	0
5. Evidence of school improvement is identified, documented, utilized and communicated to all stakeholders.	3	2	1	0

5.02. PROFESSIONAL DEVELOPMENT – 30 points

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
The school has ensured that time and resources are made available to staff in order to meet professional development needs.	6	4	2	0
Professional development is an integral part of and aligned with the continuous school improvement plan.	6	4	2	0
The school is utilizing a staff development plan that reflects identified instructional needs.	6	4	2	0
The school's professional development program shall provide opportunities for teachers to develop and improve their instructional strategies.	6	4	2	0
The school's professional development program shall provide opportunities for teachers to collaborate in developing a broad range of student assessment strategies.	6	4	2	0

STANDARD VI - STUDENT ACHIEVEMENT

The primary focus for Idaho schools is student learning and growth. Districts and schools, in partnership with parents and the community, must be accountable for student achievement. Accountability refers to the systematic collection, analysis and use of data and information to provide for continuous improvement in student performance.

The State Board of Education's accountability measures defined in Administrative Rules set forth the basic requirements contained in this standard.

6.01. ACCOUNTABILITY - 27 points

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. The school follows or has established high school graduation requirements that, at a minimum, align with those of the State Board of Education. (NA for elementary & middle schools or if district is responsible)	3	2	1	0

	QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
i	The school reports attendance rates, student dropout rates and graduation rates and incorporates goals for reducing the number of absences and dropouts in the continuous school improvement plan as needed.	3	2	1	0
a	The school clearly documents student achievement on school records and ensures that all student records are physically secured against fire, misplacement, loss or other unauthorized access.	3	2	1	0
	The school develops and communicates written procedures to staff, students and patrons regarding:				
	a. comprehensive and effective plan for evaluating student achievement	3	2	1	0
	b. grading and graduation requirements	3	2	1	0
	c. attendance	3	2	1	0
	d. promotion and retention	3	2	1	0
	e. expulsion and suspension	3	2	1	0
	f. persistently dangerous schools	3	2	1	0

6.02. STUDENT PROGRESS – 92 points

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. The school disaggregates all student data, tracks subpopulations longitudinally and reports progress annually, adhering to current state and federal guidelines.	6	4	2	0

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QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met		
2. The school publishes annual report cards, which include state assessment data; makes them broadly available in understandable language to the public; and submits them as required by state and federal requirements.	6	4	2	0		
3. The school demonstrates student growth and/or progress on statewide assessments as measured by the Fall Idaho Standards Achievement Test (ISAT), and the Fall to Spring Idaho Reading Indicator (IRI).						
ISAT:		N	[/A			
Students do not meet typical (expected) growth		(0			
Students meet typical (expected) growth	40					
Students exceed typical (expected) growth	60					
Students demonstrate extraordinary growth	80					
IRI:	N/A					
Students do not meet state established proficiency targets	0					
Students are making progress toward the established proficiency targets	40					
Students meet state established proficiency targets (85% etc)		60)			
Students exceed state established proficiency targets	80					

STANDARD I – VISION, MISSION & POLICIES1.01. Vision, Mission and Expectations for Student Learning

			LEVEL OF PE	RFORMANCE		EVANDI EQ OF
	QUALITY INDICATORS	Fully Met Complete development & implementation; clear and comprehensive evidence	Mostly Met Significant development and implementation; considerable evidence	Partially Met Minimum development or implementation; limited evidence	Not Presently Met No action has been taken; no evidence	EXAMPLES OF SUPPORTING EVIDENCE
1.	The school shall have clearly written vision and mission statements that are aligned with the district vision and mission.	The school has clearly written vision and mission statements that are closely aligned with the district statements.	The school mission and vision statements are clearly written but not aligned with the district statements.	The school is In the process of writing and aligning vision and mission statements.	The school has not yet begun the process of vision/mission development.	School and district vision and mission statements
2.	The mission statement and expectations for student learning shall be developed by the school community and be approved and supported by the professional staff, the school board, and any other school-wide governing organization.	During the development of the school's vision, mission, beliefs and goal statements, representatives of stakeholder groups confer with and obtain input from their constituent organizations. Drafts of these statements were presented by teams composed of representatives of stakeholder groups at open meetings, and public comment was sought and considered prior to final adoption.	Representatives of stakeholder groups reflecting the diversity of the school's learning community collaborate to draft and finalize the school's vision, mission, beliefs and goal statements. Drafts of these statements were presented to the general public at open meetings, and public comment was encouraged and considered prior to final adoption.	A collaborative process is established that involves teachers and administrators in defining the school's vision, beliefs, mission and goals; but it provides a limited role for other stakeholders (e.g., students, parents, community members). Drafts of these statements were presented to the general public at open meetings, but opportunity for public comment was not always provided.	No effort is made to establish a collaborative process to define the school's vision, mission, beliefs and goals. Drafts of these statements were not presented to the general public.	Annual Progress Report within Continuous School Improvement Plan School improvement committee meeting agendas and minutes Interviews with staff members, community members, parent/family members, and school improvement committee members Perception surveys

			EVAMPLES OF				
	QUALITY INDICATORS	Fully Met Complete development & implementation; clear and comprehensive evidence	Mostly Met Significant development and implementation; considerable evidence	Partially Met Minimum development or implementation; limited evidence	Not Presently Met No action has been taken; no evidence	EXAMPLES OF SUPPORTING EVIDENCE	
3.	The school's mission statement shall represent the school community's fundamental values and beliefs about student learning.	There is evidence of extensive, ongoing community involvement. Community values and fundamental beliefs about student learning are fully integrated within the school's mission statement.	involved and the community's fundamental values and beliefs about student learning are reflected in the school's mission statement.		No community involvement is planned for the development process.	Annual Progress Report within Continuous School Improvement Plan School improvement committee meeting agendas and minutes Interviews with staff members, community members, parent/family members, and school improvement committee members Perception surveys	
4.	The mission statement and the school's expectations for student learning shall guide the procedures, policies, and decisions of the school and shall be evident in the culture of the school.	School leadership establishes a systematic process to ensure that all policies, procedures and decisions are regularly reviewed and considered for modification to sustain alignment with the mission and belief statements.	School leadership continuously reinforces and supports the mission and belief statements of the school and uses them to guide decision-making.	School leadership reinforces the vision, mission and belief statements but does not always use them to guide decision-making.	School leadership neither reinforces the vision, mission and belief statements nor uses them to guide decision-making.	Meeting announcements, agendas and minutes Displays of the vision, mission and belief statements Staff member, student, parent/family member and community member interviews	
		School leadership focuses the community on implementing the mission and belief statements by using them as a filter for school improvement initiatives.	ship focuses y on the mission and ents by using er for school School leadership focuses the staff on implementing the mission and belief statements by using them as a foundation for designing School leadership does not always use the vision, mission and belief statements as a foundation when designing instructional School leadership does not refer to the vision, mission and belief statements as a foundation when designing instructional programs.		refer to the vision, mission and belief statements when designing instructional	Teacher/student/parent handbooks and school policy and procedures manuals Brochures Websites Press Releases	

			LEVEL OF PE	RFORMANCE		EVAMPLES OF
	QUALITY INDICATORS	Fully Met Complete development & implementation; clear and comprehensive evidence	Mostly Met Significant development and implementation; considerable evidence	gnificant development Minimum development or implementation; implementation; limited		EXAMPLES OF SUPPORTING EVIDENCE
5.	The vision, mission and belief statements are regularly reviewed and communicated to the school community.	Representatives of all stakeholder groups share the mission and belief statements throughout the school community.	School leadership communicates the vision, mission and belief statements to stakeholders of the school community.	School leadership distributes the vision, mission and belief statements to school staff.	School leadership does not communicate the vision, mission and belief statements.	Displays of the vision, mission and belief statements School board and school improvement planning committee meeting agendas and minutes
		School leadership establishes a feedback loop to ensure that the mission and belief statements are reviewed and revised as necessary.	School leadership provides updates to stakeholders on the progress toward accomplishment of the vision, mission and belief statements.	School leadership provides updates to school staff members on the progress toward accomplishment the vision, mission and belief statements.	School leadership does not provide updates on the progress toward accomplishment of the vision, mission and beliefs statements.	Meeting announcements Teacher/student/parent handbooks Staff member, student, parent/family member and community member interviews
			Periodic opportunities for stakeholders to review and update the school's vision mission, and belief statements are provided.	Periodic opportunities for staff members to review and update the school's vision mission, and belief statements are provided.	Periodic opportunities for stakeholders to review and revise the school's vision, mission and belief statements are not provided.	Brochures Websites Press Releases

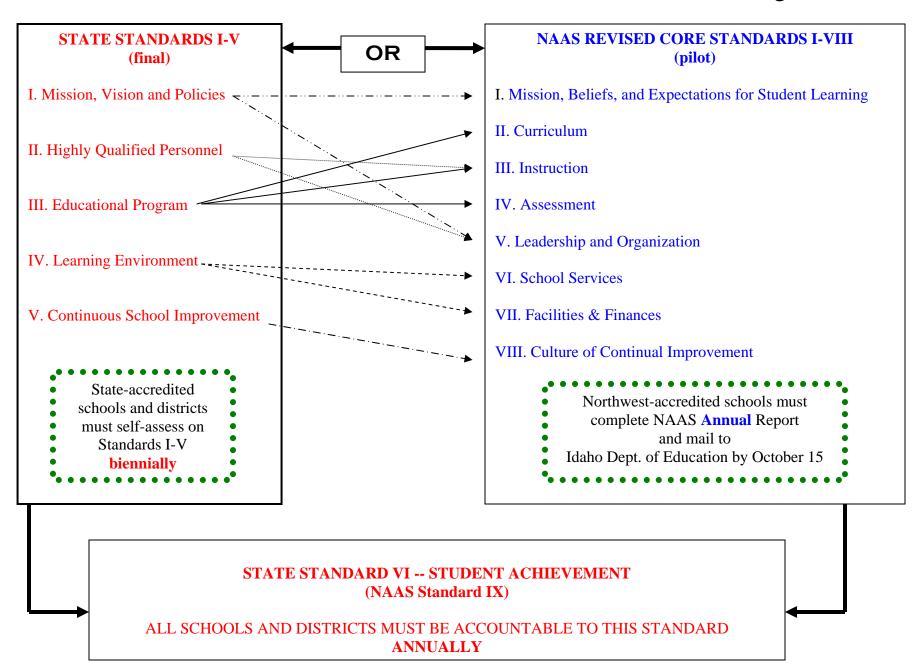
1.02. School Board Policies and Administrative Procedures

			LEVEL OF PE	RFORMANCE		EVANDI EQ OF
Q	UALITY INDICATORS	Fully Met Complete development & implementation; clear and comprehensive evidence	Mostly Met Significant development and implementation; considerable evidence	Partially Met Minimum development or implementation; limited evidence	Not Presently Met No action has been taken; no evidence	EXAMPLES OF SUPPORTING EVIDENCE
1.	The school has written procedures aligned with district policies that promote the effective operation of the school.	School procedures are well written, complete and clearly aligned with district policies. A direct correlation is evident.	School procedures are well written and significantly aligned with district policies.	School procedures may be in development and/or are partially aligned with district policies.	School procedures are incomplete and/or disorganized, as well as poorly aligned with district policies.	School procedures handbooks/documents District policy manuals Well-documented correlation between the two documents.
2.	The school procedures shall promote parent/community involvementand shall be available to students, parents, staff and community.	School procedures are written that encourage and define meaningful parent/community involvement in the educational process and activities of the school.	School procedures are written that address parent/community involvement in the educational process and activities of the school.	School procedures have begun to address parent/community involvement.	School procedures fail to or minimally address parent/community involvement.	Parent/community involvement policies at the district level and procedures at the school level Distribution records for school procedures
		There is clear evidence of parent involvement throughout the school's educational program and extracurricular activities.	There is evidence of parent involvement in some aspects of the school, usually in the extracurricular program.	Some effort is made to distribute school procedures and handbooks to parents and the community.	No evidence exists that school procedures and handbooks are distributed to parents or the community.	Examples of school-to-home communication
		The school improvement planning committee analyzes patterns of parent/community participation as a planning tool to maximize active and effective parent, community	The school improvement planning committee has adopted a committee policy and school leadership implements procedures that ensure active, effective			

		EXAMPLES OF			
QUALITY INDICATORS	Fully Met Complete development & implementation; clear and comprehensive evidence	Mostly Met Significant development and implementation; considerable evidence	Partially Met Minimum development or implementation; limited evidence	Not Presently Met No action has been taken; no evidence	SUPPORTING EVIDENCE
	and minority involvement in improvement planning work and the school's curricular and co-curricular programs.	recruitment of parents, community members and minority representatives to serve on school committees and to be involved in curricular and co-curricular programs.			
	Interactive communication among home, school and community is consistently and intentionally proactive.	Interactive communication between home and school is meaningful and regular. Parents and community members have easy access to school procedures.	Communication from the school to the home is generally reactive, dealing with issues of student behavior or academic performance.	Communication from the school to the home is minimal.	

SCHOOL ACCREDITATION

State and Northwest Association of Accredited Schools (NAAS) Alignment



STATE (Sch	ool)	Points	%	NAAS (School)	Points	%
Standard 1	Vision, Mission and Policies	72	14	Standard 1 Mission/Beliefs/Expectations for Student Learning	21	4
Standard 2	Highly Qualified Personnel	78	16	Standard 2 Curriculum	48	10
Standard 3	Educational Program	87	17	Standard 3 Instruction	45	9
Standard 4	Learning Environment	72	14	Standard 4 Assessment	30	6
				Standard 5 Leadership & Organization	45	9
				Standard 6 School Services	78	16
				Standard 7 Facilities and Finances	42	8
Standard 5	Continuous School Improvement	72	14	Standard 8 Culture of Continual Improvement	72	14
Standard 6	Student Achievement	119	24	Standard 9 Student Achievement (Idaho)	119	24
TOTALS		500			500	

STATE (Dist	rict)	Points	%
Standard 1	Vision, Mission and Policies	72	14
Standard 2	Highly Qualified Personnel	60	12
Standard 3	Educational Program	105	21
Standard 4	Educational Program 105 Learning Environment 120		
Standard 5	Continuous School Improvement	60	12
Standard 6	Student Achievement	83	17
TOTALS		500	

PROJECTED RATING SCALE:

Approved with Merit = 375 points (75% of total points) + students demonstrate extraordinary growth on ISAT and/or exceed state established proficiency targets on IRI

Approved = 375 points (75% of total points)

Approved with Comment = 350 points (70% of total points)

Advised = 325 points (65% of total points)

Warned = 300 points (60% of total points)

Not Approved = 275 points (55% of total points)

ACCREDITATION OF IDAHO'S DISTRICTS AND SCHOOLS:

AN INFORMATION UPDATE

Objective

- To familiarize the Board with:
 - The web-based Continuous Improvement Planning Tool
 - The draft quality indicators for the state accreditation standards
 - The working relationship between state accreditation and Northwest accreditation

Accreditation = Continuous Improvement Planning for Districts and Schools

Results:

Monitoring and Evaluation of Student Progress

Shared Purpose & Direction:

Vision, Mission & Operational Philosophy



FOCUS ON STUDENT PERFORMANCE

Action Plan:

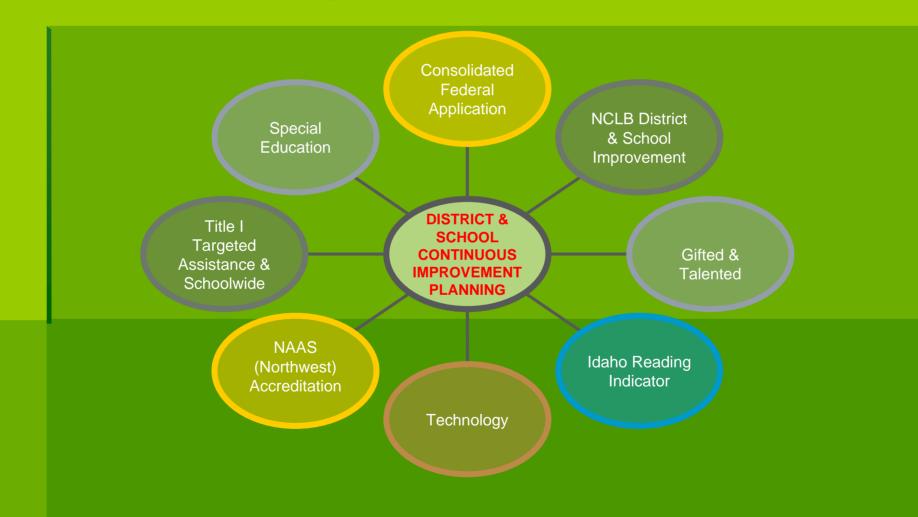
Goals, Objectives and Action Strategies



Profile & Analysis:

Characteristics, Needs Assessment, Professional Development, Management

Continuous Improvement Plan + Program Components



Continuous Improvement Planning Tool Matrix

IDAHO STATE DEPARTMENT OF EDUCATION CONTINUOUS IMPROVEMENT PLANNING TOOL MATRIX

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Components marked with an "X" are required under frasprogram. A shaled box means that once that component is completed for district or solved lattice (solided "X"), it does not have to be completed again to falfill the other program requirements.

			12	THICTLE	C/HT.			SCHOOL LEVEL									
	Lidahe District Secret	Cenzel. Tederal App.	BCLB District Impress.	Galled & Talented	Epsent Ed.	Techne- legy	Combined Dire. & Schools Accred.	Idehe Scheel Scred Jien	Scheel Scheel	Scheel Imprese	Tiel	leI	Idahe Beading Indicates (E3)	Bale & Drug Free Scheek	Century Scheek	LHT (OSSE)	Technical
CIP COMPONENTS	Ilan						2 inn	Ilin		Azzirence	wid +	(E.~3)	School:				
Strate gic or limproterment Planning Committee	х		X		x	x	х	x	x	X	x	X					
Annowl Progress Report	x				X		x	x				X					
Mission Statement	х						X	×	x	×		×					
Virion	х						X										
OperationalPhilosophy	x			×			x	×	×								
District/School Information	x	x	X	x	x	x	x	x	x	x	x	x					
Overvie w of District@cheel Charactristics	x						x	х	х	x	x	x					
Noods Assessment	х	×	x		х	x	x	×	×	x	x	x	x				
As tion Plan (Goals Qljg/Strategies)	х	Х	Х	х	Х	Х	X	х	х	Х	x	Х	x				
Instructional Strate gies		×	×	×	X	×				×	x	×	x				
Coordination of Programs		X	X	x	x	x				X	x	x					
Highly Qualified Staff and Professional Develorment	x	х	X	х	X	X	х	x		X	x	X					
Parant & Family Involvement		X	x		X	X				x	x	X					
Monitoring & Evaluation of Student Proguess	х	Х	X	х	X	X	X	х		X	x	Х					
School & Classroom Management Summary			Х	X	X	X	x	х		X	x	X					
State & Redoral Requirement		×	x	х	Х	X				x	x	x					

7-10-0

Web-Based Continuous Improvement Planning Tool



Continuous Improvement Planning for 2006-2007

- Districts and schools will continue the Continuous Improvement Planning process begun in 2005-2006
- Districts and schools are expected to complete action plans by the end of the this coming school year, if not sooner
- Specific program requirements may require earlier completion of a plan

Accreditation Standards



 Quality Indicators for District and School Accreditation Standards

Pilot Self-Assessment – 2006-2007 School Year

Accreditation Committee Review

- At the spring 2007 state accreditation meeting, the committee will:
 - Review the pilot self-assessments and evaluate the proposed scoring system
 - Make any necessary adjustments in the cut scores based on the pilot data, and
 - Finalize the approval rating scale

Final Development Year

- The 2006-2007 school year is the final development year for state accreditation
- School and district accreditation status for the 2006-2007 school year will be determined in the spring after the completion of the self-assessment on the standards

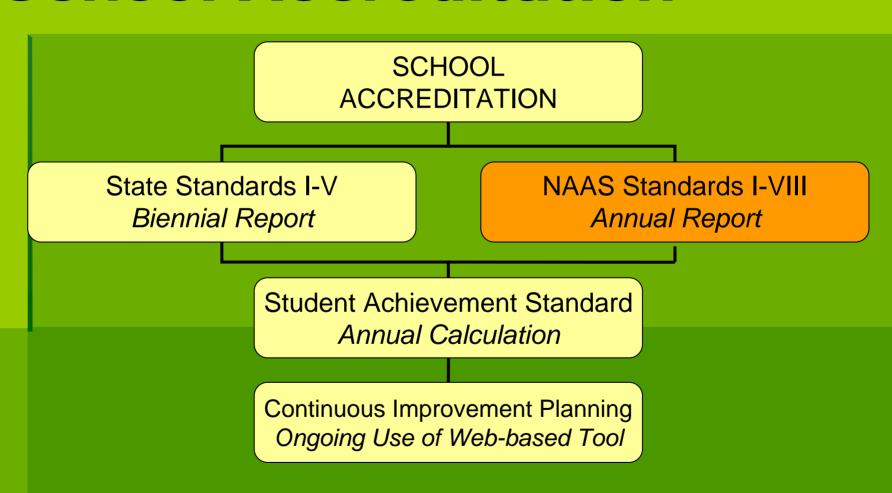
Beginning with the 2007-2008 School Year

- All districts and schools should have completed a full continuous improvement planning cycle
- Half of the districts/schools will complete the standards self-assessment by October 15 for committee review
- Continuous improvement planning progress will be reviewed each spring
- State accreditation ratings will again be determined in the fall of each year

Accreditation Timeline

- By October 15
 - Submit biennial self-assessment on Standards I-V
 - Annual SBOE calculation of student growth at district and school levels (Standard VI)
- By March 1
 - Completion of continuous improvement planning work for committee review of annual progress

Standards & Planning for School Accreditation



Fall Tour Dates/Locations 8:30am - 12:30am

- Sept 19, Reg. VI
- Sept. 20, Reg. V
- Sept. 21, Reg. I
- Sept. 22, Reg. II
- Sept. 27, Reg. IV
- Sept. 29, Reg. III

- Bonneville HS, IF
- Holiday Inn, Pocatello
- Templin's Resort, PF
- Red Lion, Lewiston
- CSI Herrett Center, TF
- Nampa Civic Center

Fall Tour Agenda

- Committee Selection
- Continuous Improvement Planning Tool
- Quality Indicators & Point Values
- Pilot Self-Assessment & Scoring Rubrics
- Proposed Approval Ratings
- Northwest Accreditation Dr. Dave Steadman, NAAS Executive Director (for NAAS- accredited schools only)

IASA PROFESSIONAL DEVELOPMENT



- IASA staff are planning to offer professional development each afternoon in conjunction with the fall tour
- Vikki Reynolds, IASA
 Associate Director, will
 provide more detailed
 information

SDE CONTACTS

Continuous Improvement Planning Assistance: Shannon Page, State & Northwest Accreditation Coordinator slpage@sde.idaho.gov (332-6947)

CIP Tool Technical Assistance: Peg Larsen, Programmer melarsen@sde.idaho.gov

Other Program Contacts

Title I Director Margo Healy

Schoolwide & Fargeted Assistance Plans **Marcia Beckman** NCLB District & School Improvement Deb Pfost

Consolidated
Federal
Application
Mike Murphy
Susan Hansen

Other Program Contacts

Special Education Plan for Improving Results Jean Taylor Gifted & Talented Plan Val Schorzman **Consolidated Federal Application** Mike Murphy or Susan Hansen Idaho Reading Indicator Chris Hanson **Technology Dawn Wilson**

HAVE A GREAT YEAR!

Results:

Monitoring and Evaluation of Student Progress

Shared Purpose & Direction:

Vision, Mission & Operational Philosophy



Action Plan:

Goals, Objectives and Action Strategies

Profile & Analysis:

Characteristics, Needs Assessment, Professional Development, Management

F. SUBJECT:

Praxis II Assessment Requirements for Teacher Certification: #0069: Middle School Mathematics

BACKGROUND:

On November 17, 2000, the State Board of Education approved the recommendation from the Professional Standards Commission (PSC) to use Praxis II as the assessment requirement for Idaho teacher certification. The No Child Left Behind Act requires that teachers of mathematics demonstrate subject matter competency by taking a content area assessment. Experts in the fields of middle level mathematics recommended that the PSC conduct a test analysis on the following Praxis II assessment for an Idaho endorsement in Basic Mathematics:

Praxis II #0069: Middle School Mathematics.

DISCUSSION:

Working with assistance from Educational Testing Services (ETS) and the State Department of Education, teams of experts in middle level mathematics, including middle level mathematics teachers, special education teachers, and college/university educators, conducted a test analysis on Praxis II #0069: Middle School Mathematics. The teams determined that the assessment and the Idaho standards for mathematics teachers align. After reviewing the results, the PSC recommends that Praxis II #0069: Middle School Mathematics be required for an Idaho Basic Mathematics Endorsement. The PSC also recommends the qualifying score of 145, which is based on the national mean minus one standard deviation, a process approved by the State Board of Education.

RECOMMENDATION:

To approve the PSC recommendation that Praxis II #0069: Middle School Mathematics be required for the Basic Mathematics Endorsement with a qualifying score of 145.

BOARD ACTION:

Moved by	Seconded by	Carried Yes No
·	•	

G. SUBJECT:

Northwest Nazarene 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 (PSC) has the responsibility to evaluate teacher preparation programs in Idaho. As part of the National Council for the Accreditation of Teacher Education (NCATE)/Idaho partnership agreement, a concurrent NCATE/Idaho on-site visit is scheduled on a seven-year cycle basis at each institution of higher education. The scheduled on-site visit at Northwest Nazarene University in Nampa, Idaho, was conducted on March 11-15, 2006.

DISCUSSION:

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

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

Dr. Dennis W. Ohrtman, National Board Certified Teacher, Lewiston High School, 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 PSC, thus providing continuing program approval for the teacher preparation program at Northwest Nazarene University.

BOARD ACTION:

A motion	to accept	the	state	team re	port as appro	oved by the	ne P	rofessional
Standards	Commiss	ion, t	thus	providing	g State Board	of Educat	tion	continuing
program	approval	for	the	teacher	preparation	program	at	Northwest
Nazarene	University	, Nai	mpa,	Idaho.				

Moved by	Seconded by	Carried Yes	. No
Moved by	Seconded by	Cameu res	110

ATTACHMENTS:

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

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

In its visit to

Northwest Nazarene University March 11-15, 2006

For the

PROFESSIONAL STANDARDS COMMISSION State Department of Education

Reviewers: Dr. Dennis W. Ohrtman, Chair, Lewiston High; Dr. Kathy Aiken, University of Idaho; Kevin Collins, State Department of Education; Dr. Terry Engebretsen, Idaho State University; Karen Goodrich, Robert Stuart JHS, Twin Falls; Dr. Russ Joki, University of Idaho; Deborah Lund, Jefferson County School District; Dr. Jennifer Snow-Gerono, Boise State University; and Steve Tyree, Boise School District.

State Observers: Larry Norton and Cina Oravez

NCATE Observer: Dr. Michael P. Stefanic

Idaho Core Teacher Standards

Standards-Based State Program Approval Rubric for Teacher Preparation Programs

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval. **The team assessment is shaded on the rubric.**

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science—Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific enhancement/content areas).

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

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of content or that they understand the central concepts, tools of inquiry, and structures of the discipline taught.	The program provides evidence that teacher candidates demonstrate an adequate knowledge of content; understand the central concepts, tools of inquiry, and structures of the discipline taught; articulate the importance of engaging students in	The program provides evidence that teacher candidates demonstrate indepth content knowledge of the content; understand the central concepts, tools of inquiry, and structures of the discipline taught; and make connections between the

		contributing to content development; and describe for students the ways new knowledge in a content area is discovered.	discipline taught and other disciplines; and articulate the importance of engaging students in the exploration of content to create testing, hypothesis, and inquiry.
1.2 Making Subject Matter	The program provides little or no	The program provides evidence that	The program provides evidence that
Meaningful	evidence that teacher candidates	teacher candidates create learning	teacher candidates create
	create learning experiences that	experiences that make central	in-depth learning experiences that
	make the central concepts, tools of	concepts, tools of inquiry, and	make central concepts, tools of
	inquiry, and structures of the	structures of the discipline	inquiry, and structures of the discipline
	discipline taught meaningful to	meaningful to students.	meaningful to students.
	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.

Methods course syllabi routinely include topics addressing the need to adapt to multiple learning styles. Field experiences afford opportunities for candidates to further develop an ability to test for, or to detect through observation, learning obstacles for individual students. The program prepares candidates to approach content delivery, using multiple approaches. Candidates tailor instruction to respect the intellectual, social and personal development of each student. There is quantifiable evidence in candidate and student work samples to show student growth. There is also ample proof that candidates are prepared to recognize when a particular lesson or strategy is not appropriate for a given student, thus necessitating a change of approaches for optimum learning.

Unit assessments within courses and at the final checkpoint in the candidate experience underscore the fact that candidates know how K-12 students develop and learn. There is reflective evidence in portfolios and work samples to demonstrate that unit candidates understand the intellectual, social, and personal development of students as they work in the K-12 setting. Triangulation of evidence with cooperating teachers reveals that candidates effectively move from classroom theory to practical application of their knowledge in their student teaching placements, readily recognizing when situations demand instruction be differentiated or personalized.

Candidate experiences in the unit program prepare them to be exemplary teachers, especially with diverse populations, according to interviewed administrators from the employment region and on follow-up employer surveys.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop.	The program provides evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop.	The program provides evidence that teacher candidates demonstrate indepth understanding of diverse ways of learning and how the developmental domains (intellectual, social, and personal) interact with each other and affect the learning process.
2.2 Provide Opportunities for Development	The program provides little or no evidence that teacher candidates provide opportunities to support students' intellectual, social, and personal development.	The program provides evidence that teacher candidates provide opportunities to support students' intellectual, social, and personal development.	The program provides evidence that teacher candidates facilitate and provide multiple approaches to support students' intellectual, social, and personal developmental stages to support growth.

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 students with diverse needs.

A predominance of evidence establishes that teacher candidates at the undergraduate and graduate levels demonstrate in-depth understanding of curricular adaptations and the implementation of those adaptations in instruction. Evidence weaves throughout course syllabi, candidate affirmation, faculty interviews, candidate projects, and statements from local school administrators who work with NNU students. Additionally, NNU faculty model differentiating instruction in their own teaching including accommodations for a student with a hearing impairment, a student who travels in a wheelchair, and a student with test anxiety, as examples.

Candidate lesson plans in subjects including reading, math, Spanish, social studies, music, art, and science at the elementary and secondary levels contain adaptations for diverse learners. Accommodations are created for students with disabilities, cultural and linguistic differences, gifted/talented needs, and various learning styles. Candidates participate in a technology course where they learn about integration of technology in classroom instruction and how to use technology to assist in differentiating instruction.

There are multiple requirements for candidates to work with children with diverse learning needs in field experiences, internships, and practicum. Teacher candidates participate in the PREP program where young adults with disabilities have the opportunity to experience campus activities. Professors engage candidates in making accommodations for children with multicultural issues in reading, motor difficulties in physical education, social/behavioral issues in school settings, and low achievement in the classroom.

Local school administrators indicate that NNU candidates "do well" with students with diverse learning needs. They indicate that NNU candidates have good background in these areas and come with effective strategies. They state that NNU candidates are willing participants in collaborative teacher teams to increase student achievement for all learners.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning.	The program provides evidence that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning.	The program provides clear and convincing evidence that teacher candidates demonstrate an in-depth understanding of how students differ in their approaches to learning.
3.2 Accommodating Individual Learning Needs	The program provides little or no evidence that teacher candidates create instructional opportunities that are adapted to students with diverse needs.	The program provides evidence that teacher candidates create instructional opportunities that are adapted to students with diverse needs.	The program provides a preponderance of evidence that teacher candidates create, evaluate, and redesign instructional opportunities that are adapted 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.

Based on the review of core unit requirements, student and faculty interviews, course syllabi, and student work samples, it is evident that teacher candidates receive instruction and rationale for the use of a wide variety of instructional strategies. Teacher candidates receive this background in general education course work and in methods classes specific to their majors. Additional instruction is provided in coursework related to working with special need students and technology integration. Evidence of the emphasis placed on multiple instructional strategies was provided through teacher candidate interviews and cooperating teacher interviews

Teacher candidates are required to demonstrate and practice the use of a variety of instructional strategies in both course requirements and field experience. Evidence of candidate abilities to address instructional strategies is found in course syllabi, student work samples, and field experience observations. Unit work samples support the ability and requirement to use varied instructional strategies in classes and field experiences.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple learning strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.	The program provides evidence that teacher candidates display an adequate understanding of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills.	The program provides evidence that teacher candidates display an indepth understanding of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills.
4.2 Application of multiple learning strategies	The program provides little or no evidence that teacher candidates use a variety of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills.	The program provides evidence that teacher candidates use a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.	The program provides a preponderance of evidence that teacher candidates consistently use a variety of appropriate 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.

A review of course syllabi, portfolios, teacher candidate work, and interviews with candidates, cooperating teachers, NNU faculty, and students in pre-practicum courses provide adequate evidence that candidates understand the rationale and methods for successful classroom motivation and management skills. In addition to course work and developing a resource notebook, students are exposed to multiple field experiences with numerous cooperating teachers and classrooms situations. Cooperating teachers stated that NNU graduates have the necessary tools and resources necessary to develop individual and classroom strategies that address management, motivation of a diverse student population and discipline.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation or management for safe	The program provides evidence that teacher candidates demonstrate an adequate understanding of the principles motivation and management for safe and productive	The program provides evidence that candidates display an in-depth understanding of the principles motivation and management for safe and productive student behavior.

	and productive student behavior.	student behavior.	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments	The program provides little or no evidence that teacher candidates are able to create, manage, or modify safe and productive learning environments.	The program provides evidence that teacher candidates are able to create, manage, and modify safe and productive learning environments.	The program provides clear and convincing evidence that teacher candidates are able to create, manage, and modify classrooms that are safe and consistently provide a productive learning environment.

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

Both the unit and content area instruction provide candidates with a strong grounding in a variety of communication techniques. Candidate pass rates on the required state technology skills test demonstrate that candidates are able to use audio-visual materials effectively to communicate. Training and modeling of effective technology communication continues throughout the programs. The initial checkpoint requirements of solid ACT scores in English and the required minimum grade point average provide indirect evidence of communication skills in speaking, writing, and listening. Candidates demonstrate proficiency by completing university requirements in written and oral communication by successfully completing required composition courses and one of two communication courses. The conceptual framework, which explicitly informs instruction throughout the program, emphasizes strong communication skills. Interviews at all levels—faculty, adjunct faculty, graduate students, and undergraduates—show that all constituents understand and are committed to the conceptual framework. There is strong emphasis throughout the education program and the content areas on candidate ability to adjust instruction to varied learning styles, to varied achievement levels, and to diverse learners further cultivates in candidates successful communications skills. Sample, candidate lesson plans show that candidates employ oral, written, spoken, and visual communications effectively to provide students with a variety of learning opportunities. Further, candidates articulate effective strategies for communicating material to diverse populations, multiple learning styles, and both high achievers and low achievers. These lesson plans prompt students to think critically and to solve problems appropriate to grade level. Interviews with candidates in various programs within the unit have shown that candidates are consistently clear, articulate, and professional in their communication to individual interviewers and to larger groups.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills	The program provides little or no	The program provides evidence that	The program provides clear and
	evidence that teacher candidates	teacher candidates demonstrate an	convincing evidence that teacher
	demonstrate an adequate ability to	adequate ability to model and use	candidates demonstrate an adequate
	model and use communication skills	communication skills appropriate to	ability to model and use
	appropriate to professional settings.	professional settings.	communication skills appropriate to

			professional settings.
6.2 Application of Thinking and Communication Skills	The program provides little or no evidence that teacher candidates create learning experiences that promote student higher order thinking and communication skills, including listening, speaking, writing, and expression in other media.	The program provides evidence that teacher candidates create learning experiences that promote student higher order thinking and communication skills, including listening, speaking, writing, and expression in other media.	The program provides clear and convincing evidence that teacher candidates create learning experiences that consistently promote student higher order thinking and communication skills, including listening and speaking, writing, and expression in other media.

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

There is considerable evidence that teacher candidates engage in appropriate planning activities. The syllabi for Education 351 Teaching Strategies in the Secondary School and Education 358 Teaching Social Studies in the Secondary School include significant instructional planning components. Interviews with cooperating teachers indicate that candidates come well prepared to engage in the process of planning and have in fact completed significant amounts of planning in preparation for their classroom work as prescribed in Danielson's framework which places a premium on planning and preparation elements. For example, the principal of West Middle School indicated that his school personnel use the same conceptual framework—a clear indication that community goals are taken into consideration. Student lesson plans are well written, include a reflection element, and exhibit a command of content area knowledge. Interviews with teacher candidates and recent graduates make it clear that this is an area of emphasis and excellence in the program.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals.	The program provides evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals.	The program provides evidence that teacher candidates demonstrate an in-depth ability to plan and prepare instruction based upon complex and differentiated consideration of knowledge of subject matter, students, the community, and curriculum goals.

7.2 Instructional Planning Skills in Connection with Students' Needs	The program provides little or no evidence that teacher candidates plan	The program provides evidence that teacher candidates plan and prepare	The program provides evidence that teacher candidates plan and prepare
and Community Contexts	and prepare instruction based upon	instruction based upon consideration	instruction based upon complex and
·	consideration of students' needs and	of students' needs and community	differentiated consideration of
	community contexts.	contexts.	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.

Course examinations and reflections judged against performance-based rubrics confirm that unit candidates have an in-depth understanding of assessment tools and terminology, and that they can define what each method is designed to prove. Syllabi consistently include not only assessments of the material in the class, but also how to use assessment strategies in the K-12 setting. Faculty model a variety of assessment techniques for candidates who, in turn, apply their assessment knowledge to measure and to improve student learning. Class assignments are given with an assessment component, rubric grids, and scoring instruction. A follow-up review of the assessment significance is a key to developing candidate understanding of various assessment tools. Candidates are taught to analyze and then to use the results to affect change when they student teach. They are expected to document growth of the student performance, often with a pre and post tests on content material. Candidates use assessment results as a guideline for preparing subsequent lesson plans, charting individual and group performance, and reporting on the usefulness the assessment tools they use in the student teaching experience. Employers join cooperating teachers to confirm that the program completers are adept at using effective assessment strategies in a variety of settings.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.	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.	The program provides evidence that teacher candidates have an in-depth understanding of formal and informal student assessment strategies to evaluate and advance student performance, to assess teaching and program effectiveness, and to make instructional and program modifications.
8.2 Using and Interpreting Program and Student Assessment	The program provides little or no evidence that teacher candidates use	The program provides evidence that teacher candidates use and interpret	The program provides a preponderance of evidence that

Strategies	and interpret formal and informal assessment strategies to evaluate performance and determine program effectiveness.	formal and informal assessment strategies to evaluate student performance and determine program effectiveness.	teacher candidates use and interpret formal and informal assessment strategies to evaluate student performance, determine program effectiveness, and make instructional
			and program modifications.

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.

The program's critical/social model of teacher preparation clearly addresses this standard in depth and with quality. It becomes part of the candidate's "habit of mind," a concept that is part of the program's statement of purpose. Throughout the program, as evidenced by course syllabi, candidate work samples, and interviews with candidates, graduates, and employing school districts, the candidate is exposed to, and shaped by, an emphasis on becoming a reflective practitioner who understands and applies professional standards and the art and science of teaching. The program's emphasis on Standard 9 is continuous. It begins with Introduction to Teaching and is integral to all classes through the Field Experience. Structurally, the Standard is embedded within candidate assessments, assignments, and journals. A typical assessment item, as found in NCATE Document 3.3.24 Disposition of Teacher Rating is #14: "The Teacher is committed to ongoing reflection, assessment, and learning in relation to reading instruction." A typical journal entry found in NCATE Document 3.2.14 Reflection Papers to Ed 110 Introduction to Teaching poses the question, "How do I deal with students who are distracting others from learning?" A typical journal entry found in NCATE Document 3.3.12 Student Teacher Journal is, "My lesson went so well today! I prepared so much last night, and it paid off!" Interviews with candidates include statements like, "We discuss it all the time. How to be reflective, I mean. It helps keep me focused on what I did well and what I need to do differently."

As for standards, a representative comment from a candidate is: "They begin every class with the standards, either as a handout or as discussion." Standard 9 is assessed via class interactions, instructor observation and feedback, and practitioner evaluation. The depth of the Standard is creating a unique reputation for NNU. For example, employing school district administrators report that "NNU interns and graduates are more involved with teaching than any other candidates. They are more collaborative. They are more innovative. They volunteer for assignments. In fact, they create dissonance within our schools by asking questions about quality and by seeking ways to improve student achievement. They keep us on our toes and they make a difference. They make us think. They bring a confidence factor to a school that is unique to NNU graduates." A vibrant and collaborative integration exists between content faculty and methods faculty as part of sustaining NNU's critical/social model. Methods instructors embrace a comprehensive research context and build a multi-layered repertoire of teaching skills. Content instructors reinforce and enrich methodology within their disciplines and during field experiences. The integration minimizes candidate failure. A faculty member's observation about the program's attention to candidate development is insightful: "Those who 'drop out' become visible quickly. We rescue them. Problem solving is fast and always collaborative." A graduate

student comment that sums up the standard is, "NNU's program has given me voice as a professional. I know how to participate and, when appropriate, lead." The standard is regarded by candidates, graduates, faculty, and employing school districts as an NNU trademark.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to be reflective practitioners who are committed to their profession.	The program provides evidence that teacher candidates demonstrate an adequate ability to be reflective practitioners who are committed to their profession.	The program provides clear and convincing evidence that teacher candidates demonstrate an adequate ability to be reflective practitioners who are committed to their profession.
9.2 Developing in the Art and science of Teaching	The program provides little or no evidence that teacher candidates display an adequate ability to engage in purposeful mastery of the art and science of teaching.	The program provides evidence that teacher candidates display an adequate ability to engage in purposeful mastery of the art and science of teaching	The program provides evidence that teacher candidates 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.

The programs provide a preponderance of evidence regarding community support for candidates. Consistently, principals, cooperating teachers, and unit faculty stated: "We will hire NNU graduates over other candidates." School district representatives indicated pleasure with securing interviews with NNU candidates before other districts have the opportunity to hire them. Candidates have opportunities to travel to various partner schools to gain a multiplicity of experiences. Cooperating teachers highlighted candidate participation in parent conferences and on school teams.

A Professional Development School partnership exists based on three goals: prepare exceptional teachers for the 21st Century; positively impact student learning; and enhance professional growth for faculty in school districts and unit faculty through collaboration. Cooperating teachers and unit faculty have traveled to national conferences together and meet annually for program evaluation and improvement strategies. Evaluation forms and interviews highlight the involvement of cooperating teachers in evaluation decisions and program changes. Cooperating teacher input guides field experience schedules and methodology coursework, all to the benefit of student and candidate learning. Teachers participate on panels in courses and in assessment of candidates according to rubrics and the identified framework for teaching. The multicultural infusion chart, candidate work, conceptual framework, and course syllabi showcase an emphasis on the social, ethical, legal, and political contexts affecting interaction within the school and community.

Additionally, NNU campus hosts the Nampa School District's Prepared Readiness for Employment (PREP) program, a transition program in the district's Special Education Vision plan. Art education candidates design and instruct lessons for PREP students under the supervision of a special education teacher in the district.

Community support for NNU programs is overwhelming. The Director for Multicultural Affairs described an environment where candidates and faculty participate in the local community for service projects and learning experiences and community members enter campus to participate in events and use facilities. Candidates participate in after school programs and tutoring programs in secondary schools as well as the Nampa Cultural Center. Candidate interviews describe participation in a visit to a camp for migrant workers and the experience of "being the minority." Overall, candidates expressed the desire to serve local communities and are regarded as professionals within the university, P-12 schools, and local community.

Element	Unacceptable	Acceptable	Target
10.1 Interacting in with Colleagues, Parents, and Community in Partnerships	The program provides little or no evidence that teacher candidates interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.	The program provides evidence that teacher candidates interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.	The program provides a preponderance of evidence that teacher candidates understand the social, ethical, legal, and political contexts that affect interaction within the school and community and they interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being through links to the community.

Elementary Education

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: Northwest Nazarene University Review Dates: March 11-15, 2006

Standards(s) Reviewed: Elementary Education (Standards 1 & 2)

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.

Program evidence confirms that elementary candidates demonstrate exceptional knowledge of subject matter through Praxis and ICLA results (found on checkpoint tracking forms), candidate work samples, course syllabi, portfolios, and interviews with candidates. The evident integration of pedagogy courses in the internship year along with syllabi for literacy and content area reading courses indicate connections across curriculum. Candidate work samples and interviews demonstrate these connections and show evidence candidates have the ability to attain information and resources when necessary. Faculty interviews identify and emphasize how candidates are introduced to the variety of ways content area knowledge is discovered with elementary students. Candidate work samples, lesson plans, and written reflections demonstrate how candidates plan for and lead instruction for students that promotes relevance and real-life application. This evidence supports learning experiences that make subject matter meaningful to most students. Candidates are assessed on work samples and performance through use of a rubric. Cooperating teachers and unit faculty assessments identify candidate instructional planning, delivery, and reflection as highly skilled and professional according to a consistent framework for teaching and learning. Overall, P-12 partners and community members consistently mention they would hire NNU candidates over other graduates in this region.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter and structure of the discipline	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of elementary subject content, an understand the connections across the curriculum, demonstrate the ability or need to attain necessary information or resources and are aware or communicate with students the way new knowledge is discovered.	The program provides evidence that teacher candidates demonstrate adequate knowledge of elementary subject content, understand connections across the curriculum, demonstrate an ability to attain information and resources when necessary, and communicate with students the ways knowledge in a content area is discovered.	The program provides evidence that teacher candidates demonstrate an indepth knowledge of elementary subject content, develop connections across the curriculum, demonstrate an advanced ability to access supplementary information and resources to enhance learning, and help students develop strategies for acquiring new knowledge.
1.2 Making Subject Matter Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use materials, instructional strategies and/or methods that promote relevant application of knowledge and skills and fail to make learning and subject matter experiences meaningful to students.	The program provides evidence that teacher candidates demonstrate an adequate ability to use materials, instructional strategies and/or methods that illustrate and promote relevance and real-life application making learning experiences and subject matter meaningful to most students.	The program provides evidence that teacher candidates demonstrate an indepth ability to use, create, and evaluate materials, instructional strategies and/or methods for relevance and comprehensiveness that promote relevance, application, and comprehensiveness; use/develop learning activities that foster the development of multiple viewpoints and ways of knowing making learning experiences and subject matter meaningful to all 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.

Course syllabi, individual case studies, and candidate work samples highlight that candidates demonstrate clear understanding of how young children and early adolescents learn. Reading and content area methodology syllabi and candidate work indicate literacy and language development are incorporated across curriculum. Candidate lesson plans integrate this knowledge into lesson design and instruction. Program documents, including the Educational Psychology syllabus, provide evidence that opportunities supporting candidate reflection and planning are in line with student intellectual, social, and personal development. Individual case studies and behavior change projects verify focused attention to individual learner needs. Course syllabi and rubrics assess integration of adaptations for learners on lesson plans and connections to insights into student development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of understanding of how young children and early adolescents learn and that their literacy and language development influence learning and instructional decisions.	The program provides evidence that teacher candidates demonstrate adequate understanding of how young children and early adolescents learn and that their literacy and language development influence learning and instructional decisions.	The program provides evidence that teacher candidates demonstrate an indepth understanding of how young children and early adolescents learn and that their literacy and language development influence learning and instructional decisions.
2.2 Provide Opportunities for Development (same as Core Rubrics)			

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 (same as Core Rubrics).

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skill (same as Core Rubrics).

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 (same as Core Rubrics).

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 (same as Core Rubrics).

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

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 (same as Core Rubrics).

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 (same as Core Rubrics).

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 (same as Core Rubrics).

Recommended Action on all Standards:

X	Approved
	Approved Conditionally
	Not Approved

English/Language Arts

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: Northwest Nazarene University Review Dates: March 11-15, 2006

Standards(s) Reviewed: Language Arts (Standards 1, 2, 4, 8, & 9)

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.

English education candidates demonstrate a strong knowledge of the subject matter, as evidenced in course syllabi; interviews with current candidates; candidate writing samples; candidate lesson plans; and creative work produced for *The Gallery*, the student literary magazine. Evidence from selected syllabi demonstrates that candidates read and evaluate a range of genres: fiction (both novels and short stories), poetry, and drama. Assignments in a range of content area courses require that candidates demonstrate an understanding of the important analytical tools appropriate to each genre (e.g. imagery, fixed form, characterization, and tragedy). Lesson plans produced by the candidates demonstrate an understanding of the each genre, for example, what students at all levels can learn from the study of poetry. While the focus is extensively on print texts, candidates do work with visual texts, most notably film, in their coursework and include visual work among options in their lesson plans. Candidates are introduced to the composing process in foundational composition courses, but candidates develop a more in-depth understanding of the composition process in two upper division writing class and in frequent writing assignments in upper division literature courses. Writing products in advanced content area classes provide indirect evidence that candidates understand the writing process. Evidence from candidate work in content area classes demonstrates that they understand and are able to apply the elements of the writing process successfully in their own work and in their lesson plans. Linguistics requirements introduce candidates to introductory and advanced language study, and composition courses introduce candidates to the composing process.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.	The program provides evidence that teacher candidates demonstrate adequate knowledge of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.	The program provides evidence that teacher candidates demonstrate an indepth knowledge of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study; and understand how to articulate the interrelatedness among the elements of language arts, knowledge of professional standards, and connections to other disciplines.
1.2 Making Subject Matter Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.	The program provides evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.	The program provides evidence that teacher candidates demonstrate an indepth ability to create, evaluate, and synthesize teaching resources to develop curriculum materials for their comprehensiveness, accuracy, and usefulness in representing ideas and concepts; use/develop learning activities that are consistent with curriculum goals and professional standards and that progress coherently within the unit of instruction; and use/develop learning activities that accurately reflect language arts content, including multiple voices and viewpoints in the study of literature, language and composition.

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.

Course syllabi and candidate lesson plans demonstrate that candidates in NNU's English education program are aware of how students learn and understand the importance addressing multiple intelligences in their teaching. The lesson plans require that candidates provide activities designed to meet the needs of both high achieving students and low achieving students and to address multiple learning styles. The sample plans include collaborative work, activities designed for tactile learners, and work focused on visual learners. Evidence of success in this area appears in student lesson plans and in the projects that current teacher candidates are preparing. Lesson plans demonstrate that candidates have the knowledge to meet assignment objectives to tailor content material to the appropriate level depending on student cognitive development. Course syllabi also provide assignments to encourage success by allowing for different learning styles.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of the role of maturation in growth in writing, language acquisition, and understanding of literary concepts.	The program provides evidence that teacher candidates demonstrate adequate knowledge of the role of maturation in growth in writing, language acquisition, and understanding of literary concepts.	The program provides evidence that teacher candidates demonstrate an indepth knowledge of the diverse ways of learning language, writing, and literature, and how the developmental domains (intellectual, social, and personal) interact with each other and affect the learning process.
2.2 Provide Opportunities for Development	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to recognize students' levels of language maturity and identify strategies to promote growth.	The program provides evidence that teacher candidates demonstrate an adequate ability to recognize students' levels of language maturity and identify strategies to promote growth.	The program provides evidence that teacher candidates demonstrate an indepth ability to employ multiple strategies that recognize students' levels of language maturity and promote growth.

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 students with diverse need (same as Core Rubrics).

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.

Course syllabi, candidate lesson plans, and other candidate work samples provide evidence that NNU English education candidates are successful at developing classroom activities that employ a variety of instructional approaches to stimulate critical thinking related to content area knowledge. Specific evidence that candidates are effectively meeting this standard includes assignments requiring discussion and collaborative planning of a utopian society in preparation for reading a novel and creation of brochure for that society, a character drawing to illustrate characterization, a word game asking candidates to categorize important vocabulary words for an upcoming reading. Such activities stimulate critical thinking skills and pose questions to refine problem solving skills for their students in the P-12 while reinforcing reading and analysis skills and developing language awareness.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple learning strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of a variety of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills at varying literacy levels.	The program provides evidence that teacher candidates demonstrate adequate knowledge of a variety of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills at varying literacy levels.	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills, including sequencing, integrating, monitoring and adjusting in response to individual literacy levels in order to enrich and expand students' language resources for diverse social, cultural, and business setting.

4.2 Application of multiple	The program provides little or no	The program provides evidence that	The program provides evidence that
learning strategies	evidence that teacher candidates	teacher candidates demonstrate an	teacher candidates demonstrate an
	demonstrate an adequate ability to	adequate ability to use a variety of	in-depth ability to consistently use a
	engage students through a variety of	basic instructional strategies to	wide range of effective instructional
	language activities (e.g. reading,	develop students' critical thinking,	strategies that result in student
	writing, speaking, listening) and	problem solving, and performance	engagement in creative and critical
	teaching approaches (e.g. small	skills; and engage students through a	discussion, interpretation, and
	group, whole-class discussion,	variety of language activities (e.g.	evaluation of ideas , including
	projects) (e.g. reading, writing,	reading, writing, speaking, listening)	integrating, sequencing, and
	speaking, listening) and teaching	and teaching approaches (e.g. small	monitoring a variety of language
	approaches (e.g. small group, whole-	group, whole-class discussion,	activities (e.g. reading, writing,
	class discussion, projects).	projects).	speaking, listening) and teaching
			approaches (e.g. small group, whole-
			class discussion, projects), taking
			into consideration students' varying
			literacy levels.

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 (same as Core Rubrics).

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

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

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.

As demonstrated in course syllabi, content courses model a variety of formal and informal assessment strategies. Candidates write poetry, keep journals, take written exams, write analytical papers of various lengths and levels of formality, and memorize passages, for example. Their lesson plans provide for a variety of informal assessments during a unit, a variety similar to that employed in their content area courses. Lesson plans also include clear and appropriate rubrics for evaluation relevant to the lesson. One sample lesson plan requires the P-12 student identify the major traits in a literary character to test their abilities to understand principles of characterization. As a follow-up assignment, they are asked to write a characterization of a classmate. In another instance, students are asked to write different kinds of fixed-form poems

to develop an understanding of poetic forms. All lessons plan include effective formal assessments as well: tests, papers, group projects. Candidates reflect on their lesson plans to make changes where needed.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).	The program provides evidence that teacher candidates demonstrate adequate knowledge of formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).
8.2 Using and interpreting program and student assessment strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).	The program provides evidence that teacher candidates demonstrate an adequate ability to use formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).	The program provides evidence that teacher candidates demonstrate an in-depth ability to construct or strategically select multiple formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).

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.

The Gallery, a student literary journal, demonstrates that candidates are practitioners of literature, as well as students of literature and demonstrates one aspect of candidates' commitment to the field. As the chair noted during an interview, English 397, Junior/Senior Projects includes a unit on professional organizations and professional options within the field. Informal evidence provided by interviews with candidates also suggests that candidates are strongly committed to continual professional development both in the discipline and in their mastery of the art of teaching. Course syllabi and candidate work samples stress the importance of reflection on candidate performance and the work samples demonstrate that candidates make use of that reflection to improve their teaching performance. Candidate lesson plans included in portfolios, for example, require the candidate to articulate both the strengths of the lesson plan (why this lesson plan was selected for inclusion in the portfolio) and on its weaknesses and strategies for future improvement.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		1	The teacher candidates demonstrate evidence that candidates display indepth understanding of reflection, a dedication to their profession, and an ongoing commitment to reading and writing for professional and personal growth.
9.2 Developing in the Art and science of Teaching	evidence that teacher candidates demonstrate an adequate ability to engage in reading and writing for professional and personal growth and an awareness of professional organizations and resources for English language arts teachers, such as the	The program provides evidence that teacher candidates demonstrate an adequate ability to engage in reading and writing for professional and personal growth and an awareness of professional organizations and resources for English language arts teachers, such as the National Council of Teachers of English.	The teacher candidates demonstrate evidence that candidates demonstrate in-depth ability to engage in reading and writing for professional and personal growth and make use of professional organizations and resources for English language arts teachers, such as the National Council of Teachers of English.

Recommended Action on all Standards:

X	_ Approved
	Approved Conditionally
	Not Approved

Reading

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: Northwest Nazarene University Review Dates: March 11-15, 2006

Standards(s) Reviewed: Reading Program (Standards 1, 2, 3, 4, 5, 8, & 10)

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.

Candidate work focused on a "struggling reader" project, individual case studies of reading assessments, course syllabi, and interviews demonstrate clear attention to components of a balanced literacy program. This evidence also shows a variety of research-based instructional strategies to enhance student comprehension and the relationships between reading, writing, speaking, listening, and viewing. Particular attention to brain research in reading is evidenced in several course syllabi.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter and structure of the discipline	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the relationships and roles of the components of a balanced literacy program; a variety of research-based instructional strategies to enhance student comprehension; the relationships	The program provides evidence that teacher candidates demonstrate adequate understanding of the relationships and roles of the components of a balanced literacy program; a variety of research-based instructional strategies to enhance student comprehension; the relationships between reading, writing, speaking,	The program provides evidence that teacher candidates demonstrate an indepth understanding of the relationships and roles of the components of a balanced literacy program; a variety of research-based instructional strategies to enhance student comprehension; the relationships between reading, writing, speaking, listening, and viewing; and a

	between reading, writing, speaking, listening, and viewing; and a wide range of children's literature encompassing all genres.	listening, and viewing; and a wide range of children's literature encompassing all genres.	wide range of children's literature encompassing all genres
1.2 Making Subject Matter	The program provides little or no	The program provides evidence that	The program provides evidence that
Meaningful	evidence that teacher candidates	teacher candidates demonstrate an	teacher candidates demonstrate an in-
	demonstrate an adequate ability to	adequate ability to implement the	depth ability to implement the
	implement the components of a	components of a balanced	components of a balanced literacy
	balanced	literacy program and to provide	program and to provide literacy
	literacy program and to provide	literacy lessons and opportunities	lessons and opportunities congruent
	literacy lessons and opportunities	congruent with best research	with best research practices to make
	congruent with best research	practices to make subject matter	subject matter meaningful to all
	practices to make subject matter	meaningful to all students.	students.
	meaningful to all 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.

Candidates demonstrate an adequate understanding of historical and current research related to reading. Review of a WebQuest assignment indicates candidate understanding of education policy related to reading. Candidates study seminal policy documents in the field. Particular attention to the Sheltered Instruction Observational Protocol (SIOP) in coursework and syllabi also indicate an emphasis on current research related to reading and the significance of home language and culture on the development of literacy in the classroom. Individual case studies showcase an in-depth ability to implement cognitively compatible strategies in developing reading instruction. Lesson plans and candidate reflections demonstrate individual learner assessment strategies to meet needs at various levels of literacy development.

2.1 Understanding Human Development and Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of historical and current research related to reading and the significance of home language and culture on the development of literacy in the classroom.	The program provides evidence that teacher candidates demonstrate adequate understanding of historical and current research related to reading and the significance of home language and culture on the development of literacy in the classroom.	The program provides evidence that teacher candidates demonstrate an indepth understanding of historical and current research related to reading and the significance of home language and culture on the development of literacy in the classroom.
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2.2 Provide Opportunities for	The program provides little or no	The program provides evidence that	The program provides evidence that
Development	evidence that teacher candidates	teacher candidates demonstrate an	teacher candidates demonstrate an in-
	demonstrate an adequate ability to	adequate ability to implement	depth ability to implement cognitively
	implement cognitively compatible	cognitively compatible strategies in	compatible strategies in developing
	strategies in developing reading	developing reading instruction and to	reading instruction and to utilize the
	instruction and to utilize the home	utilize the home language and	home language and culture of students
	language and culture of students to	culture of students to foster the	to foster the development of literacy in
	foster the development of literacy in	development of literacy in the	the classroom.
	the classroom.	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.

Course syllabi, required and suggested textbooks, and candidate work include evidence of exposure to research-based best practices in prevention, identification, intervention, and remediation of reading difficulties. They also highlighted methods for accelerating and scaffolding student development of reading strategies and the impact of learning disabilities on literacy development. In particular, a candidate research paper exploring dyslexia and individual case studies demonstrated in-depth understanding of multiple forms of assessment for identifying individual learner needs and instructional opportunities. Candidate work highlights differentiated reading instruction and the potential grouping of students in response to reading performance. Teaching and Assessment in Reading and Writing addresses flexible grouping in the course syllabus and assignments.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of research-based best practices in prevention identification, intervention, and remediation of reading difficulties; methods for accelerating and scaffolding students' development of reading strategies, and impact of learning disabilities, giftedness, and language histories on literacy development.	The program provides evidence that teacher candidates demonstrate an adequate understanding of research-based best practices in prevention identification, intervention, and remediation of reading difficulties; methods for accelerating and scaffolding students' development of reading strategies, and impact of learning disabilities, giftedness, and language histories on literacy development.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of research-based best practices in prevention identification, intervention, and remediation of reading difficulties; methods for accelerating and scaffolding students' development of reading strategies, and impact of learning disabilities, giftedness, and language histories on literacy development.

3.2 Modifying Instruction for	The program provides little or no	The program provides evidence that	The program provides evidence that
Individual Learning Needs	evidence that teacher candidates	teacher candidates demonstrate an	teacher candidates demonstrate an
	demonstrate an adequate ability to	adequate ability to demonstrate	adequate ability to demonstrate
	demonstrate structured, sequential,	structured, sequential, multi-sensory	structured, sequential, multi-sensory
	multi-sensory reading instruction,	reading instruction, differentiate	reading instruction, differentiate
	differentiate reading instruction, and	reading instruction, and utilize	reading instruction, and utilize
	utilize flexible grouping in response	flexible grouping in response to	flexible grouping in response to
	to student performance.	student performance.	student performance.

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

Multiple artifacts of candidate work provide evidence that candidates demonstrate an in-depth understanding of specific literacy difficulties. Work samples and action research proposals emphasize the continued inclusion of struggling readers in classroom interactions. Online conversations demonstrate an adequate ability to incorporate literacy instruction into all academic areas, engaging each student. Strategies for engaging individuals are mentioned in case study reports, online conversations, and course syllabi. Reading across content areas is referenced in course syllabi and spelling project lessons. As an example, candidates demonstrate the ability to infuse reading in math and social studies content areas. Interviews indicate an appreciation for reading texts as an impetus for student learning in all content areas. Multiple modes of literacy instruction, including an emphasis on phonological skills, letter knowledge, decoding, spelling, writing, drawing, fluency, vocabulary, and comprehension are emphasized on course syllabi.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple instructional strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of specific literacy difficulties not being the basis for excluding students from classroom interactions.	The program provides evidence that teacher candidates demonstrate an adequate understanding of specific literacy difficulties not being the basis for excluding students from classroom interactions.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of specific literacy difficulties not being the basis for excluding students from classroom interactions.
4.2 Application of multiple instructional strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to incorporate literacy instruction into all academic content areas in ways	The program provides evidence that teacher candidates demonstrate an adequate ability to incorporate literacy instruction into all academic content areas in ways that engage	The program provides evidence that teacher candidates demonstrate an adequate ability to incorporate literacy instruction into all academic content areas in ways that engage

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

Candidate work samples and reflections on interactions with individual students demonstrate an adequate understanding of how literacy relates to academic success. The importance of extensive reading in a variety of genres for developing literacy skills and an appreciation for reading is emphasized in course syllabi, interviews, and reflections within individual case studies. Candidate reflections stress the importance of making texts meaningful to students for reading comprehension, fluency, and increased phonological skill. Student self-concept is mentioned in individual case studies. Course content on brain research indicates attention to motivation. Candidates in this primarily online program indicate an appreciation for creating communities of learners among themselves, pursuing opportunities to meet face-to-face when needed. Team building is an integral part of the summer course on-campus component.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how literacy relates to academic success and life-long learning and the importance of extensive reading in a variety of genres for developing literacy skills	The program provides evidence that teacher candidates demonstrate an adequate understanding of how literacy relates to academic success and life-long learning and the importance of extensive reading in a variety of genres for developing literacy skills.	The program provides evidence that candidates display an in-depth understanding of how literacy relates to academic success and life-long learning and the importance of extensive reading in a variety of genres for developing literacy skills.
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to relate literacy to academic success and life-long learning and to demonstrate the importance of reading a variety of genres for developing literacy skills.	The program provides evidence that teacher candidates demonstrate an adequate ability to relate literacy to academic success and life-long learning and to demonstrate the importance of reading a variety of genres for developing literacy skills.	The program provides evidence that teacher candidates demonstrate an adequate ability to relate literacy to academic success and life-long learning and to demonstrate the importance of reading a variety of genres for developing literacy 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 (same as Core Rubrics).

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

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

Candidate work samples, research papers, and an action research project demonstrate focus on in-depth understandings of the use of assessment for different literacy purposes. Candidate work indicates knowledge and performance in choosing, administering, and interpreting multiple assessments for various aspects of reading. Individual case studies and course syllabi mention the Qualitative Reading Inventory (QRI), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and state reading assessments, in particular. Candidates identified these assessments as useful for determining learner needs and demonstrating student growth in literacy.

8.1 Assessment of Student Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the use of assessments for different literacy purposes and how to choose, administer, and interpret multiple assessments for various aspects of reading.	The program provides evidence that teacher candidates demonstrate an adequate understanding of the use of assessments for different literacy purposes and how to choose, administer, and interpret multiple assessments for various aspects of reading.	The program provides evidence that teacher candidates have an in-depth understanding of the use of assessments for different literacy purposes and how to choose, administer, and interpret multiple assessments for various aspects of reading.
8.2 Using and Interpreting Assessment Strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to gather and interpret data from multiple assessments to plan instruction.	The program provides evidence that teacher candidates demonstrate an adequate ability to gather and interpret data from multiple assessments to plan instruction.	The program provides evidence that teacher candidates demonstrate an adequate ability to gather and interpret data from multiple assessments to plan instruction.

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 (same as Core Rubrics).

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.

In the course syllabus, the Literacy Focused School identifies a goal of candidates becoming "a literacy leader in the school community." This course integrates identifying stakeholders and various levels of participation with professional knowledge of intervention programs and collaboration. Although there is limited evidence of the promotion of family literacy community-based programs at this time in the program implementation, candidate online conversations, and individual case studies indicate candidate understanding of the importance of student background and family history. Candidates develop their own professional learning community online and in summer sessions in order to advance literacy knowledge and student development. This evidence demonstrates an adequate ability to engage with colleagues and other professionals to improve the literacy-learning environment.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues,	The program provides little or no	The program provides evidence that	The program provides evidence that
Parents, and Community in	evidence that teacher candidates	teacher candidates understand	teacher candidates understand
Partnerships	understand sources and programs	sources and programs that promote	sources and programs that promote
	that promote family literacy and	family literacy community-based	family literacy community-based
	community-based programs that	programs that promote literacy	programs that promote literacy
	promote literacy development.	development.	development.
10.2 Utilization of Community	The program provides little or no	The program provides evidence that	The program provides evidence that
Resources	evidence that teacher candidates	teacher candidates demonstrate an	teacher candidates demonstrate an
	demonstrate an adequate ability to	adequate ability to engage with	in-depth ability to engage with
	engage with colleagues, community,	colleagues, community, other	colleagues, community, other
	other professionals, and parents to	professionals, and parents to improve	professionals, and parents to improve
	improve the literacy-learning	the literacy-learning environment.	the literacy-learning environment.
	environment.		

Recommended Action on all Standards:

	Approved
X	Approved Conditionally
	Not Approved

Rationale:

This program is approved conditionally on the basis of its new status. Two years into the three year program, there have been no candidate graduates. The standard for performance, therefore, is often naturally limited in evidence. However, interviews demonstrate an already-evolving process for meeting candidate needs and engaging in program evaluation.

Foreign Language

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: Northwest Nazarene University Review Dates: March 11-15, 2006

Standards(s) Reviewed: Foreign Language: Spanish (Standards 1, 2, 3, 4, 8, & 10)

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.

Course syllabi from Spanish courses demonstrate that the program is designed to develop proficient skills in speaking, reading, writing, and listening in Spanish. Writing samples, in particular, show fluency and sophistication in writing. One strength of the program at NNU is its access to authentic cultural texts and experiences in the local community. Content area coursework capitalizes on the strength to insure that candidates have a variety of cultural experiences in the target language and develop an understanding of the importance of such experiences for learning a second language. Candidates are firmly grounded in Spanish cultures, peninsular and/or Latin American, through work in an introductory culture class and addition work in the history of specific countries. Special methods classes introduce students to both state and national standards in Spanish. Informal interviews with candidates demonstrate that they are able to articulate effectively the value of foreign language study. Lesson plans require candidates to be aware of national and state language standards and to shape lessons to reflect those standards.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of state and national foreign language standards, language skills, and target cultures.	The program provides evidence that teacher candidates demonstrate adequate understanding of state and national foreign language standards, language skills, and target cultures.	The program provides evidence that teacher candidates demonstrate an indepth understanding of state and national foreign language standards, advanced language skills, and target cultures.
1.2 Making Subject Matter Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to articulate the value of foreign language learning and to plan, create, and execute a variety of language and cultural learning experiences in the target language.	The program provides evidence that teacher candidates demonstrate an adequate ability to articulate the value of foreign language learning and to plan, create, and execute a language and cultural learning experience in the target language.	The program provides evidence that teacher candidates demonstrate an indepth ability to articulate the value of foreign language learning and to plan, create, and execute a variety of language and cultural learning experiences in the target language.

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.

The required foundational classes model effectively the interrelations between speaking, reading, writing, listening, and viewing skill. The required Spanish linguistics class and the special methods class provide candidates with grounding in second language acquisition theory that provides a framework for effectively sequencing language instruction. Coursework in Spanish linguistics also requires that candidates explicitly compare knowledge of native language structures to target language structures. At one level, candidate performance in sample work demonstrates that students have a strong proficiency in writing skills. The sample senior project demonstrates an understanding of and an intellectual engagement with, theoretical and practical issues in second language acquisition and the social and cultural factors that may impact the learning of a second language. The special methods class focuses on the ability of students to apply an understanding of strategies to adjust lessons for different learners.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the process and acquisition of second language learning including viewing, listening, speaking, reading, and writing skills.	The program provides evidence that teacher candidates demonstrate adequate understanding of the process and acquisition of second language learning including viewing, listening, speaking, reading, and writing skills.	The program provides evidence that teacher candidates demonstrate an indepth understanding of the process and acquisition of second language learning including viewing, listening, speaking, reading, and writing skills.
2.2 Provide Opportunities for Development	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to build upon native language skills with new, sequential, long-range, and continuous experiences in the target language.	The program provides evidence that teacher candidates demonstrate an adequate ability to build upon native language skills with new, sequential, long-range, and continuous experiences in the target language.	The program provides evidence that teacher candidates demonstrate an indepth ability to build upon native language skills with new, sequential, long-range, and continuous experiences in the target language.

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.

The curriculum in Spanish at NNU has a commitment to providing candidates with a strong diversity experience as background for how diversity experiences influence learning. Candidates participate regularly in target culture experiences and reflect on that experience. They are also required to have a significant experience living in a Spanish-speaking culture. In addition, candidates are given an opportunity to study in a more focused fashion the history and culture of particular countries (Spain, Mexico, and Cuba, recently). Finally, courses in Cultural Anthropology or in Race, Class, and Ethnicity provide a theoretical framework for understanding the important role of culture in shaping perception of self and others. Candidates demonstrate an understanding of the importance for learning diversity factors through their cultural experience reflections. Sample creative papers and the sample senior thesis further demonstrate that candidates have a sound understanding of how culture shapes perceptions.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how the roles of	The program provides evidence that teacher candidates demonstrate adequate understanding of how the roles of gender, age, socioeconomic	The program provides evidence that teacher candidates demonstrate an in-depth understanding of how the roles of gender, age, socioeconomic

	gender, age, socioeconomic background, ethnicity, and other factors relate to individual perception of self and others.	background, ethnicity, and other factors relate to individual perception of self and others.	background, ethnicity, and other factors relate to individual perception of self and others.
3.2 Accommodating Individual Learning Needs	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning activities that enable students to grasp the significance of cultural differences and similarities.	The program provides evidence that teacher candidates demonstrate an adequate ability to create a learning activity that enables students to grasp the significance of cultural differences and similarities.	The program provides evidence that teacher candidates demonstrate an in-depth ability to create a variety of different learning activities that enable 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.

As described in standards 1 and 3, courses in Spanish all require cultural exposure in the target culture—and of diversity within the target cultures—that acquaint candidates with authentic cultural texts and experiences. Courses at all levels employ a variety of instructional strategies to reinforce language skills and to develop critical thinking and problem solving. Candidates bring to the classroom a variety of skill levels and culture backgrounds (some are native speakers of Spanish) that are effectively addressed. In the foundational language courses, each unit involves speaking, listening, and reading to master points of grammar. And all foundational courses require writing. In addition, work during the semester address a variety of learning styles. Cultural experience papers encourage candidates to participate in the target culture and creative projects allow candidates to communicate their understanding visually, kinesthetically, or though more traditional coursework. More significantly, the program is small enough that instructors are able to tailor class work to particular class needs. In the special area methods class, candidates are required to create lesson plans that focus on adjusting for individual learning styles and individual ability levels. The focus in the special methods course on the education department conceptual model and discussions of language learning theory provide candidates with the skills to adjust lessons for individual learning styles.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple learning strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how to use and adapt authentic materials for foreign language instruction.	The program provides evidence that teacher candidates demonstrate adequate understanding of how to use and adapt authentic materials for foreign language instruction.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of how to use and adapt a variety of authentic materials for foreign language instruction.
4.2 Application of multiple learning strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use and adapt authentic materials for foreign language instruction.	The program provides evidence that teacher candidates demonstrate an adequate ability to use and adapt authentic materials for foreign language instruction.	The program provides evidence that teacher candidates demonstrate an in-depth ability to use and adapt a variety of 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 (same as Core Rubrics).

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

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

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.

The Spanish program provides candidates with an understanding of ACTFL assessment guidelines. Those guidelines shape the approach to language in the foundational courses and acquaint candidates with those assessment guidelines before they are formally introduced to candidates in the special methods class. In the special methods class, candidates are formally introduced to ACTFL guidelines and given guided practice using those guidelines to test and assess language performance. Students develop lesson plans that apply the ACTFL guidelines to a variety of assessment mechanisms. The program also does a strong job of assessing candidate cultural understanding through evaluation of cultural experience papers and discussion and supervision of substantial target culture experiences. Candidate work samples

show that they understand those assessment guidelines and have applied them to their own language learning. Lesson plans drafted for Spanish 363, Spanish Methods, also require that candidates create multiple assessment activities for each unit lesson.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding.	The program provides evidence that teacher candidates demonstrate adequate understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding.
8.2 Using and interpreting program and student assessment strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use formal and informal assessment techniques to individual student competencies in foreign language learning and modify teaching and learning strategies.	The program provides evidence that teacher candidates demonstrate an adequate ability to use formal and informal assessment techniques to enhance individual student competencies in foreign language learning and modify teaching and learning strategies.	The program provides evidence that teacher candidates demonstrate an in-depth ability to use a variety of formal and informal assessment techniques to enhance individual student competencies in foreign language learning and modify teaching and learning 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. (same as Core Rubrics.)

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

The program provides multiple opportunities for candidates to develop partnerships with members of the target culture locally and to develop partnerships abroad. Candidates are required to produce a number of cultural reflection papers (at least one in each of their foundational classes) that allow them to develop relationships within the target culture. Candidates are also required to have a well thought out overseas experience approved by the Spanish professor. Candidates also have the opportunity to investigate career opportunities outside of teaching (courses in Spanish for Business and a planned course on Spanish for the Medical Profession); the Spanish professor also provides candidates with information about opportunities in legal translation. Sample work by candidates demonstrates that they have an understanding of cultural opportunities available to students and the importance of those opportunities to students.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of foreign language career and life opportunities available to foreign language students, opportunities to communicate in the language with native speakers, and to participate in community experiences related to the target culture.	The program provides evidence that teacher candidates demonstrate adequate understanding of foreign language career and life opportunities available to foreign language students, opportunities to communicate in the language with native speakers, and to participate in community experiences related to the target culture.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of foreign language career and life opportunities available to foreign language students, opportunities to communicate in the language with native speakers, and to participate in community experiences related to the target culture.
10.2 Utilization of community resources.	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to provide learning opportunities about career awareness, communication in the target language, and cultural enrichment.	The program provides evidence that teacher candidates demonstrate an adequate ability to provide learning opportunities about career awareness, communication in the target language, and cultural enrichment.	The program provides evidence that teacher candidates demonstrate an in-depth ability to provide a variety of learning opportunities about career awareness, communication in the target language, and cultural enrichment.

Recommended Action on all Standards:

X	Approved
	Approved Conditionally
	Not Approve

Mathematics

RUBRICS – Idaho Math Teacher Standards

Standards-Based State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

College/University: Northwest Nazarene University Review Dates: March 11-15, 2006

Standards(s) Reviewed: Mathematics (Standards 1, 4, & 11)

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

Review of course syllabi, general program requirements, student work samples, and assessment data, provides indication that candidates have a fundamental understanding of mathematics subject matter. Review of the undergraduate catalog reveals that the mathematics education course of study is comprehensive, including central mathematics concepts.

Examination of course syllabi, sample student work, sample lesson designs, and faculty interviews indicate that teacher candidates can present content in a meaningful and effective manner. Further, through interviews with faculty and observation of student performance, it is evident that mathematics content is understood and can be instructed proficiently.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Mathematics	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of mathematics, as delineated in professional and institutional standards, the techniques and applications of statistics and data analysis, and the importance of engaging students in contributing to mathematical content development.	The program provides evidence that teacher candidates demonstrate adequate understanding of mathematics, as delineated in professional and institutional standards, the techniques and applications of statistics and data analysis, and the importance of engaging students in contributing to mathematical content development.	The program provides evidence that teacher candidates demonstrate an indepth understanding of mathematics, as delineated in professional and institutional standards, the techniques and applications of statistics and data analysis, and the importance of engaging students in contributing to mathematical content development.
1.2 Making Mathematics Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make mathematics inquiry, critical analysis, synthesis, and structures meaningful to students.	The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make mathematics inquiry, critical analysis, synthesis, and structures meaningful to students.	The program provides evidence that teacher candidates demonstrate an indepth ability to create and evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness in representing mathematical ideas; create learning experiences that make mathematics inquiry, critical analysis, synthesis, and structures meaningful to students; and use/develop learning activities that foster multiple viewpoints and ways of knowing.

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 (same as Core Rubrics).

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 students with diverse needs (same as Core Rubrics).

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

Review of course syllabi in education core courses, as well as the mathematics methods course, and corresponding student work samples and field experience evaluations indicate that candidates have an adequate understanding of multiple instructional strategies as applied to mathematics instruction.

Teacher candidates are provided ample opportunities to design and practice a variety of strategies as required components of their coursework and field experiences. Evidenced by student work samples and recorded samples of student field experience activities, teacher candidates demonstrated the ability to utilize a variety of instructional strategies.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple mathematical learning strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of a variety of problem-solving approaches and other strategies to investigate, communicate and understand mathematics.	The program provides evidence that teacher candidates demonstrate adequate understanding of a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate, and understand mathematics.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate, and understand mathematics.
4.2 Application of multiple learning strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction promoting the use a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate, and understand mathematics.	The program provides evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction promoting the use of a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate and understand mathematics.	The program provides evidence that teacher candidates demonstrate an in-depth ability to consistently plan and prepare instruction promoting the use of a variety of mathematical tools and to create and evaluate learning experiences so to engage students in exploring, conjecturing, justifying hypotheses, mathematical discourse, and problem solving.

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 skill (same as Core Rubrics).

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

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

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 (same as Core Rubrics).

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 (same as Core Rubrics).

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 (same as Core Rubrics).

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.

As evidenced by course outlines, class observation and samples of teacher candidate course assignments, candidates demonstrate a clear understanding of the linkage between mathematics concepts and other fields and disciplines.

Course work and work samples provide evidence of teacher candidate's ability to apply connections to other disciplines and content areas. A key focus on applied mathematics concepts and their applications was noted in teacher candidate work samples.

Teacher candidate work samples and methods course syllabi provided indication of the t candidate's ability and opportunity to apply the connection between mathematics and other disciplines in student instruction.

Element	Unacceptable	Acceptable	Target
11.1 Significant mathematical connections	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the connections between the strands of mathematics and the the critical linkages between mathematics and other fields	The program provides evidence that teacher candidates demonstrate adequate understanding of the interconnectedness between the strands of mathematics and the critical linkages between mathematics and other fields.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of the interconnectedness between strands of mathematics, mathematical modeling, the critical linkages between mathematics and other fields.
11.2 Application of mathematical	The program provides little or no	The program provides evidence that	The program provides evidence that

connections	evidence that teacher candidates	teacher candidates demonstrate an	teacher candidates demonstrate an
	demonstrate an adequate ability to	adequate ability to create learning	in-depth ability to create and
	create learning experiences to help	experiences to help students make	evaluate tasks that involve the
	students make connections between	connections between the strands of	interrelationships between
	the strands of mathematics and	mathematics and between	mathematical concepts and provide
	between mathematics and other	mathematics and other disciplines.	students opportunities to apply
	disciplines.		mathematics to real-world situations
			beyond textbook word problems.

Recommended Action on all Standards:

X	_ Approved
	Approved Conditionally
	Not Approved

Physical Education

College/University: Northwest Nazarene University Review Dates: March 11-15, 2006

Standards(s) Reviewed: Physical Education (Standards 1, 2, 5, 7, 8, & 11)

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

A review of course syllabi, general program requirements, descriptions of required course of study, student work samples and assessment data provides indication that teacher candidates have an appropriate understanding of subject matter. Further interviewing of faculty and candidates and observations of course summative projects show indication that they recognize the application of fitness related concepts in a life-long context.

Examination of course syllabi, sample student work, and sample lesson designs interviews indicate that teacher candidates have adequate knowledge to apply content in meaningful and real life applications. Further, through interviews with faculty and students it is evident that instruction and application opportunities are provided for candidates to practice application in field experiences.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and	The program provides little or no	The program provides evidence that	The program provides evidence that
Structure of the Discipline	evidence that teacher candidates	teacher candidates demonstrate an	teacher candidates demonstrate an in-
	demonstrate an adequate	adequate understanding of the	depth understanding of the components
	understanding of the components of	components of physical fitness and	of physical fitness and their
	physical fitness and their relationship	their relationship to a healthy	relationship to a healthy lifestyle;
	to a healthy lifestyle; appropriate	lifestyle; appropriate rules, etiquette,	appropriate rules, etiquette,
	rules, etiquette, instructional cues,	instructional cues, and skills for	instructional cues, and skills for
	and skills for physical fitness	physical fitness activities;	physical fitness activities;
	activities; cardiopulmonary	cardiopulmonary resuscitation (CPR)	cardiopulmonary resuscitation (CPR)
	resuscitation (CPR) and first aid;	and first aid; Adaptive Physical	and first aid; Adaptive Physical
	Adaptive Physical Education and	Education and how to work with	Education and how to work with
	how to work with special and diverse	special and diverse student needs;	special and diverse student needs; and
	student needs; and the sequencing of	and the sequencing of motor skills	the sequencing of motor skills (K-12)

	motor skills (K-12) and biomechanical principles and physiological structures and functions.	(K-12) and bio-mechanical principles and physiological structures and functions.	and bio-mechanical principles and physiological structures and functions; anatomical, neuromuscular, and bio-mechanical principles and physiological structures and functions; and opportunities for enjoyment, challenge, self-expression, and social interaction.
1.2 Making Subject Matter Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make physical education meaningful to students.	The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make physical education meaningful to students.	The program provides evidence that teacher candidates demonstrate an in-depth the ability to create learning experiences that make physical education meaningful to 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.

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

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning (same as Core Rubrics)			

2.2 Provide Opportunities for Development	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to assess the individual physical activity, movement, and fitness levels of students and make developmentally appropriate adaptations to instruction.	The program provides evidence that teacher candidates demonstrate an adequate ability assess the individual physical activity, movement, and fitness levels of students and make developmentally appropriate adaptations to instruction.	The program provides evidence that teacher candidates demonstrate an indepth ability assess the individual physical activity, movement, and fitness levels of students and make developmentally appropriate adaptations to instruction.
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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 students with diverse needs.

A review of course syllabi, descriptions of required course of study, and student work samples provide indication that candidates have a strong understanding of the various learning styles and needs of individual students. Techniques and strategies are modeled by instructors and required of students in assignments and demonstrations. Faculty and student interviews indicate that candidates are required to structure adaptation in their lesson design activities. Adapted lessons are observed and evaluated by unit staff.

Element	Unacceptable	Acceptable	Target
3. Understanding of Individual Learning Needs (same as Core Rubrics)			
3. Accommodating Individual Learning Needs	The program provides little or no evidence that teacher candidates demonstrate an adequate to create opportunities that incorporate individual variations to movement and to help students gain competence and confidence.	The program provides evidence that teacher candidates demonstrate an adequate to create opportunities that incorporate individual variations to movement and to help students gain competence and confidence.	The program provides evidence that teacher candidates demonstrate an in-depth to create opportunities that incorporate individual variations to movement and to help students gain competence and confidence.

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 (same as Core Rubrics).

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.

Candidates demonstrate an understanding of student management and motivation techniques. Examples of this were found in instructor and candidate interviews, student work samples, and class syllabi.

As exemplified in field experience observation protocols and interviews with candidates and instructors, candidates are provided ample opportunity to plan and to practice strategies for managing students and environments in a safe and productive manner.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how to help students cultivate responsible personal and social behaviors.	The program provides evidence that teacher candidates demonstrate an adequate understanding of how to help students cultivate responsible personal and social behaviors.	The program provides evidence that teacher candidates demonstrate an indepth understanding of how to help students cultivate responsible personal and social behaviors.
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to promote positive peer relationships and appropriate motivational strategies for participation in physical activity.	The program provides evidence that teacher candidates demonstrate an adequate ability to promote positive peer relationships and appropriate motivational strategies for participation in physical activity.	The program provides evidence that teacher candidates demonstrate an indepth ability to promote positive peer relationships and appropriate motivational strategies for participation in physical activity.

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

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

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

After review of candidate block unit plans, work samples, and candidate and instructor interviews, it is evident that candidates are equipped to structure lessons to maximize participation and activity. Additionally students participate in activities that are closely connected with community resources and programs.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of strategies to maximize activity time and success and how to expand the curriculum through the use of community resources.	The program provides evidence that teacher candidates demonstrate an adequate understanding of strategies to maximize activity time and success and how to expand the curriculum through the use of community resources.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of strategies to maximize activity time and success and how to expand the curriculum through the use of community resources.
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction to maximize activity time and success and to utilize community resources to expand curriculum.	The program provides evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction to maximize activity time and success and to utilize community resources to expand curriculum.	The program provides evidence that teacher candidates demonstrate an in-depth ability to plan and prepare instruction to maximize activity time and success and to utilize community resources to expand 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.

Candidates show evidence of the use of assessment information to inform future instructional decisions. Diagnostic assessment and performance assessment strategies are taught, practiced, and evaluated by instructors. Evidence of this understanding was obtained through review of required course outlines, student work samples, interviews with faculty, and interviews with candidates.

Based on a review of, student work samples, lesson and unit plans, and interviews with teacher candidates and instructors, evidence support the use of a variety of assessment strategies. The division collects and utilizes assessment information on teacher candidates that is used in curriculum decision making.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical activity, movement, and fitness goals.	The program provides evidence that teacher candidates demonstrate an adequate understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical activity, movement, and fitness goals.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical activity, movement, and fitness goals.
8.2 Using and Interpreting Program and Student Assessment Strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical activity, movement, and fitness goals to evaluate student performance and determine program	The program provides evidence that teacher candidates demonstrate an adequate ability to use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical activity, movement, and fitness goals to evaluate student performance and determine program effectiveness.	The program provides evidence that teacher candidates demonstrate an in-depth ability to use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical activity, movement, and fitness goals 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 (same as Core Rubrics).

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 (same as Core Rubrics).

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

As evidenced by course outlines, class observation and samples of course assignments, candidates demonstrate a clear understanding of the need and application of safety in physical education activities.

Candidates show evidence of the use of safety concepts when planning and teaching instructional units. Evidence of this understanding was obtained through review of required course outlines, student work samples, interviews with faculty, and candidates.

Element	Unacceptable	Acceptable	Target
11.1 Understanding of Student and Facility Safety	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of factors that influence safety in physical activities and their settings and the supervision required.	The program provides evidence that teacher candidates demonstrate an adequate understanding of factors that influence safety in physical activities and their settings and the supervision required.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of factors that influence safety in physical activities and their settings and the supervision required.
11.2 Creating a Safe Learning Environment	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to provide and monitor for a safe learning environment and inform students of the risks associated with physical activities.	The program provides evidence that teacher candidates demonstrate an adequate ability to provide and monitor for a safe learning environment and inform students of the risks associated with physical activities.	The program provides evidence that teacher candidates demonstrate an in-depth ability to provide and monitor for a safe learning environment and inform students of the risks associated with physical activities.

Recommended Action on all Standards:

X	_ Approved
	Approved Conditionally
	Not Approved

Social Studies

RUBRICS – Idaho Standards for Social Studies Teacher

Standards-Based State Program Approval Rubric for Teacher Preparation Programs

College/University: Northwest Nazarene University Review Dates: March 11-15, 2006

Standards(s) Reviewed: Social Studies (Standards 1, & 2)

Idaho Foundational Standards for Social Studies Teachers

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

The program provides evidence that teacher candidates demonstrate an adequate knowledge base of the social studies disciplines. The unit offers an appropriate array of courses. Performance on the PRAXIS II examination indicates that the candidates have a good command of the social studies disciplines. Due to the size of the faculty, students have limited opportunities to take courses that focus only on such topics as the quest for equality or technology, but syllabi indicate that students do have the opportunity to study the necessary material. Interviews with cooperating teachers indicate that candidates are well prepared in terms of knowledge of subject matter. Program graduates are unanimous in their conviction that they received excellent discipline preparation. There is less evidence regarding how students take the content knowledge from the various disciplines and integrate it in an effort to explore how nations and cultures interact in terms of their diversity, commonalities, and interrelationships.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject	The program provides little or no	The program provides evidence	The program provides evidence that
Matter	evidence that teacher candidates	that teacher candidates	teacher candidates demonstrate broad,
	demonstrate an adequate knowledge	demonstrate an adequate	in-depth knowledge of the social
	of the social studies disciplines (e.g.,	knowledge base of the social	studies disciplines (e.g., history,
	history, economics, geography, and	studies disciplines (e.g., history,	economics, geography, and political
	political science); the ways nations	economics, geography, and	science); the ways nations and

	and societies have changed over time; and the impact that culture, religion, technology, the quest for equality, and other factors have on historical processes.	political science); the ways nations and societies have changed over time; and the impact that culture, religion, technology, the quest for equality, and other factors have on historical processes.	societies have changed over time; and the impact that culture, religion, technology, the quest for equality, and other factors have on historical processes.
1.2 Making Subject Matter Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that provide opportunities to trace and analyze chronological periods and to examine the relationships of significant historical concepts; encourage and guide investigation of nations and cultures in terms of their diversity, commonalties, and interrelationships; and incorporate current events and research into the curriculum.	The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that provide opportunities to trace and analyze chronological periods and to examine the relationships of significant historical concepts; encourage and guide investigation of nations and cultures in terms of their diversity, commonalties, and interrelationships; and incorporate current events and research into the curriculum.	The program provides evidence that teacher candidates demonstrate an indepth ability to create learning experiences that provide opportunities to trace and analyze chronological periods and examine the relationships of significant historical concepts; encourage and guide investigation of nations and cultures in terms of their diversity, commonalties, and interrelationships; incorporate current events and research into the curriculum; and integrate knowledge from the social sciences and the humanities in order to prepare students to live in a world with limited resources, ethnic diversity, cultural pluralism, and increasing interdependence.

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.

Social Studies students participate in a number of community service activities including "Read Across America," Boys and Girls Club, Big and Little Sisters program, and the Angels program for cognitively impaired students. Social Studies students work in the governor's office and at the state legislature, they are members of the sixteen campus ministry clubs—all of which have a service component, and they are engaged in the "Serve to Lead" initiative of the university. There is limited evidence that teacher candidates have experience creating community service opportunities for students. Evidence that students have an opportunity to connect community service to the actual social science disciplines is vague.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how leadership, group, and cultural influences contribute to intellectual, social, and personal development.	The program provides evidence that teacher candidates demonstrate an adequate understanding of how leadership, group, and cultural influences contribute to intellectual, social, and personal development.	The program provides evidence that teacher candidates demonstrate indepth understanding of how leadership, group, and cultural influences contribute to intellectual, social, and personal development.
2.2 Provide Opportunities for Development	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to provide adequate opportunities to perform community service relevant to the social sciences.	The program provides evidence that teacher candidates demonstrate an adequate ability to provide adequate opportunities to perform community service relevant to the social sciences.	The program provides evidence that teacher candidates demonstrate an indepth ability to facilitate and provide multiple opportunities for students 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 students with diverse needs (same as Core Rubrics).

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 (same as Core Rubrics).

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 (same as Core Rubrics).

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

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

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 (same as Core Rubrics).

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 (same as Core Rubrics).

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 (same as Core Rubrics).

Recommended Action on all Standards:

X	Approved
	Approved Conditionally
	Not Approved

History

College/University: Northwest Nazarene University Review Dates: March 11-15, 2006

Standards(s) Reviewed: History (Standard 1)

Idaho Standards for U.S. History Teachers

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

Teacher candidates demonstrate an adequate knowledge of the traditional history sequence in terms of both United States History and World Civilization. Performance on the PRAXIS II examination provides evidence of this. The nature of the History curriculum presents some challenges. All students take History 101-102 World Civilization, History 203-204 History of the United States, History 339 Recent America, and History 497 Senior Thesis. Students then choose twelve additional upper division elective credits in history. So, student choice informs the breadth and/or depth of preparation. For example, a student who chooses History 331 The Era of the American Revolution, History 332 The New Nation, History 333 American Foreign Policy, and History 344 History of Christianity in America might not engage in readings and discussions involving industrialization. All students must take one of the following: English 427 Minority Voices in American Literature, Sociology 203-204 Cultural Anthropology I and II, or Sociology 318 Race, Class and Ethnicity. Cooperating teachers indicate that teacher candidates are well prepared and possess the requisite understanding of history. Exhibits did not indicate that candidates actually are required to incorporate contemporary history into curriculum or to convey the significance of the impact of other nations and cultures on United States History.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the role of exploration and expansion in United States history; the effect of migration	The program provides evidence that teacher candidates demonstrate an adequate understanding of the role of exploration and expansion in United States history; the effect of migration and immigration on the evolution of	The program provides evidence that teacher candidates demonstrate indepth content understanding of the role of exploration and expansion in United States history; the effect of migration and immigration on the evolution of
	and immigration on the evolution of	the United States; the political,	the United States; the political, social,

	the United States; the political, social, cultural, and economic responses to industrialization and technological innovation; how the development of the United States is related to international relations and conflicts; and the cultural and social diversity of the peoples of the United States.	social, cultural, and economic responses to industrialization and technological innovation; how the development of the United States is related to international relations and conflicts; and the cultural and social diversity of the peoples of the United States.	cultural, and economic responses to industrialization and technological innovation; how the development of the United States is related to international relations and conflicts; and the cultural and social diversity of the peoples of the United States.
1.2 Making Subject Matter Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that incorporate contemporary history into curriculum to show the relevance of history; and convey the significance of the impact of other nations and cultures on United States history.	The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that incorporate contemporary history into curriculum to show the relevance of history; and convey the significance of the impact of other nations and cultures on United States history.	The program provides evidence that teacher candidates demonstrate an indepth ability to create learning experiences that incorporate contemporary history into curriculum to show the relevance of history; and convey the significance of the impact of other nations and cultures on United States 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 (same as Foundational Social Studies Rubrics).

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 students with diverse needs (same as Core Rubrics).

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 (same as Core Rubrics).

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 (same as Core Rubrics).

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

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

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 (same as Core Rubrics).

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 (same as Core Rubrics).

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 (same as Core Rubrics).

Recommended Action on all Standards:

X	Approved
	Approved Conditionally
	Not Approved

Special Education Foundations

RUBRICS – Idaho Special Education Teacher Standards Special Education Foundations

College/University: Northwest Nazarene University Review Dates: March 11-15, 2006

Standards(s) Reviewed: Special Education Foundations (Standards 1, 3, 4, 5, 6, 7, 8, & 10)

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

A survey of program evidence including teacher candidate portfolios, interviews with teacher candidates and NNU faculty, course syllabi, and Praxis II results, reveals that candidates in the Exceptional Child Program demonstrate strong skills in subject matter and content knowledge. Specifically, candidates demonstrate understanding of instructional models for children with mild to severe disabilities. They also evaluate of the effectiveness of their own instruction. Teacher candidates are able to compare program models for children with autism—an important and timely topic in special education. They demonstrate knowledge of special education law and its impact on instruction and due process for children with disabilities. In addition, teacher candidates demonstrate the ability to infuse appropriate techniques to adapt instruction for children with disabilities. The adaptations occur in reading, math, language arts, social studies and science classes in general education and special education classrooms. Teacher candidates convey the importance of cooperation and collaboration with school staff members and families to increase the success of children with disabilities.

Teacher candidate communication skills are evident in their portfolios, projects, and in interview settings. They effectively report their application of special education theories and models. Evidence is observed in a reflective paper on the impact of high-stakes testing for children with disabilities, an action research paper on virtual learning, and a teacher candidate project on a strategy to build reading fluency. Candidates are articulate in conversing about projects and thorough in reporting data and project results.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the benefits, strengths, and constraints of special education services and the theories and educational models in special education practice.	The program provides evidence that teacher candidates demonstrate an adequate understanding of the benefits, strengths, and constraints of theories and educational models in special education practice.	The program provides evidence that teacher candidates demonstrate an indepth understanding of benefits, strengths, and constraints as they apply theories and models of special education practices.
1.2 Making Subject Matter Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to communicate the benefits, strengths and to apply the theories and educational models in special education practice.	The program provides evidence that teacher candidates demonstrate an adequate ability to communicate the benefits, strengths and to apply the theories and educational models in special education practice.	The program provides evidence that teacher candidates demonstrate an indepth ability to communicate the benefits, strengths and to apply the theories and educational models in special education practice.

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 (same as Core Rubrics).

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 students with diverse needs.

Evidence of teacher candidate ability to adapt curriculum and understand the unique development of children with various disabilities, is found in interviews with program candidates, course syllabi, and faculty interviews. Candidates demonstrate their ability to perform assistive technology evaluations for children with mild to severe disabilities and to plan for the implementation of appropriate assistive technology devices and strategies. The course syllabus for Values in Education specifically focuses on understanding the needs of children with disabilities in the regular classroom and how to locate school resources. A teacher candidate reflects that "I think that by working with the general education teacher unit by unit, identifying and focusing on critical content, and matching James' skills and reading levels with the adaptations selected, James will have good success." James did indeed have success, and passed the unit with 84 percent accuracy. Other candidate projects report similar results.

Candidates learn about low incidence disabilities in the assistive technology class. They acquire skills in learning how to find information about low incidence disabilities rather than working directly with students. Faculty indicate that it is critical for teacher candidates to know how to find and evaluate information on low incidence disabilities, so candidates know what to do when a student with a low incidence disability arrives in the classroom.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how to locate information about characteristics and appropriate supports and services for students with low incidence disabilities and special health care needs.	The program provides evidence that teacher candidates demonstrate an adequate understanding of how to locate information about characteristics and appropriate supports and services for students with low incidence disabilities and special health care needs.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of how to locate information about characteristics and appropriate supports and services for students with low incidence disabilities and special health care needs.
3.2 Accommodating Individual Learning Needs	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to individualize expectations and provide support for a student's personal and social behavior in the classroom.	The program provides that the teacher candidates demonstrate an adequate ability to individualize expectations and provide support for a student's personal and social behavior in the classroom.	The program provides little or no evidence that the teacher candidates demonstrate an in-depth ability to individualize expectations and provide support for a student's personal and social behavior across multiple settings.

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.

After an examination of teacher candidate projects, course syllabi, and faculty interviews, it is evident that teacher candidates have strong knowledge of social/behavior skills and intervention planning for children with disabilities. As an example Social skill acquisition is noted in a project with a child with autism where social functioning improved in a general education classroom. Teacher candidates are able to compare social skill programs including the TEACCH program contrasted with the Lovaas method for children with pervasive developmental delays who require extensive and direct social skills training. Social and communication skills are tied together in a candidate project to increase ability to interact with peers and increase social opportunities. A strong emphasis on helping children with differences is seen in the PREP program. PREP invites students with disabilities ages 18 to 21 to participate at NNU in art and music activities with college-age peers. In reflective papers on philosophy of education and projects to pinpoint and change behavior, teacher candidates reveal an understanding of education of the "whole child" including acquisition of skills beyond academics and the importance of social and behavioral skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple learning strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of social/behavioral skills and intervention.	The program provides evidence that teacher candidates demonstrate an adequate understanding of the of social/behavioral skills and intervention.	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of social/behavioral skills and intervention.
4.2 Application of multiple learning strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to integrate social skills development and positive behavioral interventions into the classroom.	The program provides evidence that teacher candidates demonstrate an adequate ability to integrate social skills development and positive behavioral interventions into the classroom.	The program provides evidence teacher candidates demonstrate an in-depth ability to integrate social skills development and positive behavioral interventions across multiple settings.

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

A review of teacher candidate portfolios and course syllabi, including ED 534 Intensive Behavioral Intervention, shows that teacher candidates demonstrate understanding of behavior planning and principals of changing child behavior. Candidates are able plan for behavioral change using a Functional Behavior Assessment (FBA) and subsequent Behavior Intervention Plan (BIP). FBAs reviewed include a behavior analysis of the classroom environment, description of the disability, and behavior antecedents, to pinpoint and describe the behavior. In the assessment and intervention phases the behaviors data were collected over a semester and were charted using Microsoft Excel to report changes in behavior and adjust interventions as needed. Behavior intervention projects result in general improvement in targeted behaviors. Candidates describe the relationship between the BIP and the IEP and understand the importance of behavior planning. They also use positive strategies, rather than punishment, to achieve behavioral growth. Assigned readings in the IBI course provide an excellent resource for candidates in dealing with challenging behavior. Additionally, candidate knowledge and behavior change projects provide a direct connection to the university Critical/Social framework.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of applied behavioral analysis.	The program provides evidence that teacher candidates demonstrate an adequate understanding of techniques of applied behavioral analysis and regulatory and ethical considerations in the use.	The program provides evidence that teacher candidates demonstrate an indepth understanding of applied behavioral analysis with applications to conflict resolution, crisis prevention/intervention and self-regulation.

5.2 Creating, Managing, and	The program provides little or no	The program evidence that teacher	The program evidence that teacher
Modifying for Safe and Positive	evidence that teacher candidates	candidates demonstrate an adequate	candidates demonstrate an in-depth
Learning Environments	demonstrate an adequate ability to	ability to conduct functional	ability to conduct functional behavior
	recognize and/or act on the need for	behavior assessments, modify the	assessments, modify the learning
	functional behavior assessments and	learning environment, and develop	environment, and develop positive
	positive behavioral supports.	positive behavioral supports based	behavioral supports based upon the
		upon the assessment.	assessment and provide training and
			supervision for the educational team.

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

Candidate projects, course syllabi, candidate and faculty interviews indicate that teacher candidates understand strategies that facilitate communication for students with disabilities. Strong skills in awareness and use of assistive technology to facilitate communication are evident. Teacher candidates are able to perform assistive technology evaluations for children across grade levels and with various disabilities to increase their ability to speak, read, write, and perform computations. They collaborate with related service providers, such as speech/language pathologists, to increase child communication and implement programs consistently.

Candidates report the importance of developing critical thinking skills and demonstrate multiple levels of thinking skills in lesson planning. A candidate reported in a reflective paper that "Throughout our program at Northwest Nazarene University, we were required to be critical thinkers and we must pass this on to our students. The encouraged use of Bloom's Taxonomy in developing student materials will continue with me throughout my educational career. We were required to use questioning and strategies from Blooms within our mini-curriculum development and encouraged to integrate various levels of thinking in preparing all student based activities." Candidates receive training in the use of multiple intelligences, cooperative learning, graphic organizers, and other strategies to encourage and support thinking skills in the classroom.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of strategies and techniques that facilitate	The program provides evidence that teacher candidates demonstrate an adequate understanding of strategies and techniques that facilitate communication with students with	The program provides evidence that teacher candidates demonstrate an in-depth understanding of strategies and techniques that facilitate communication with students with
	communication with students with	disabilities.	disabilities.
	disabilities.		

6.2 Application of Thinking and	The program provides little or no	The program evidence that teacher	The program evidence that teacher
Communication Skills	evidence that teacher candidates	candidates demonstrate an adequate	candidates demonstrate an in-depth
	demonstrate an adequate ability to	ability to create learning experiences	ability to create learning experiences
	create learning experiences that	that promote student higher order	that consistently promote student
	promote student higher order	thinking and communication skills,	higher order thinking and
	thinking and communication skills,	including listening and speaking,	communication skills, including
	including listening and speaking,	writing, or expression in other	listening and speaking, writing, and
	writing, or expression in other	media.	expression in other media.
	media.		

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

Teacher candidate lesson plans indicate in-depth understanding of curriculum and instructional strategies for children with disabilities across the curriculum. Lesson and unit plans reveal thoughtful consideration of child skills in relationship to classroom expectations. Content is tied to Idaho standards and multiple instructional strategies are articulated. Lesson and unit plans are created for children who struggle with reading, math, written language, and social studies. Several teacher candidate projects displayed on presentation posters showed the sequence of intervention from planning to evaluating outcomes. A teacher candidate project on increasing writing skills in primary-age children reported excellent success with the *Step up to Writing* program. Another project utilized information from the *Core Reading* text to increase sight word recognition with a seventh-grade student. Another component of this standard includes planning for students in life skill and personal living. Evidence is found in candidate project work in transition plans for high school students moving from school to the world of work. Plans include realistic, appropriate, yet challenging goals that incorporate activities for independent living and community integration.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of about curricula and instruction practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities and instruction in self-advocacy and life skills relevant to personal living and participation in school, the community, and employment.	The program provides evidence that teacher candidates demonstrate an adequate understanding of about curricula and instruction practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities and instruction in self-advocacy and life skills relevant to personal living and participation in school, the community, and employment.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of about curricula and instruction practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities and instruction in self-advocacy and life skills relevant to personal living and participation in school, the community, and employment.

7.2 Instructional Planning Skills in	The program provides little or no	The program provides evidence that	The program provides evidence that
Connection with Students' Needs	evidence that teacher candidates	teacher candidates demonstrate an	teacher candidates demonstrate an
and Community Contexts	demonstrate an adequate ability to	adequate ability to conduct task	in-depth ability to conduct task
	conduct task analysis to determine	analysis to determine student skill	analysis to determine student skill
	student skill levels and to assess	levels and to assess student progress.	levels and to assess student progress.
	student progress.		

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.

Assessment of child functioning is a strong component of the NNU program. Evidence is included in candidate projects, course syllabi, faculty interview, and conversations with area school administrators. Candidates use both formal and informal evaluation tools to determine child strengths and needs. Standardized instruments include those most used in Idaho schools. Teacher candidates also use observation, criterion-referenced tests, and teacher made tools to assess children who are struggling in the classroom. A teacher candidate evaluation project includes a unique observation of a parent providing home-school instruction in the reading. Because reading is critical to school success, candidates develop skills in the reading process from phonemic awareness to comprehension. Teacher candidates learn about response to intervention models and plans are in place to provide additional information about the Results Based Model in the pre-referral process. Assessment is included across several graduate courses where reading, math, written language, behavioral, social skills, and assistive technology needs are evaluated. Candidate evaluation reports are consistently of high quality with sophisticated analyses of child skills. A summary of evaluations is included in eligibility reports where candidates document the IEP team process to determine if a child qualifies for special education. School administrators in Nampa and Meridian report that NNU candidates are prepared to use classroom and assessment data, including ISAT scores, in planning for instruction.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services and the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of students with disabilities.	The program provides evidence that teacher candidates demonstrate an adequate understanding of the instruments and procedures used to assess students for screening, prereferral interventions, and following referral for special education services and the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of students with disabilities.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of the instruments and procedures used to assess students for screening, prereferral interventions, and following referral for special education services and the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of students with disabilities.

8.2 Using and Interpreting Program and Student Assessment Strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.	The program provides evidence that teacher candidates demonstrate an adequate ability to use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.	The program provides evidence that teacher candidates demonstrate an in-depth ability to use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.
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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 (same as Core Rubrics).

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.

Professional commitment and partnerships are two of the greatest strengths of the NNU Exceptional Child Program. Evidence was included in teacher candidate interviews, conversations with local school administrators, faculty interviews, and course syllabi. Candidates are well-grounded in the importance of including the student, family, and community in planning programs. A candidate demonstrated dispositions in this statement: "Through the past two years, I have gained friendships, courage, confidence, and knowledge. I fully realize now how much I don't know! But, the difference now is that I have the resources and relationships to know where to find the help I need to better serve my students." Another candidate demonstrated the importance of collaboration with general and special educators to greatly increase child ability to function in the general education classroom. Area school administrators indicate that NNU candidates "have a strong willingness" to collaborate with teachers and parents.

Element	Unacceptable	Acceptable	Target
10.1 Interacting in with Colleagues, Parents, and Community in Partnerships	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the roles of students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.	The program provides evidence that teacher candidates demonstrate an adequate understanding of the roles of students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of the roles of students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.

Recommen	ded	Action	on all	Stand	larde.

X	_ Approved
	Approved Conditionally
	Not Approved

Special Education Generalist

RUBRICS – Idaho Special Education Teacher Standards Special Education Generalist

College/University: Northwest Nazarene University Review Dates: March 11-15, 2006

Standards(s) Reviewed: Special Education Generalist (Standards 1, 3, 4, 5, 6, 7, 8, & 10)

Note from the NNU state observer:

Rubrics for candidates in the Exceptional Child program have been revised. This is not the revised version, since the revised rubrics have just recently been placed on the SDE website. This version focuses on smaller aspects of special education without looking at the "big picture." In many cases NNU excels at the important concepts for special education teachers which are not rated in this version of the rubric.

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

Teacher candidates in the exceptional child program demonstrate in-depth and specific knowledge of subject matter in language arts, math, and skills for school success as it relates to children with disabilities. Evidence is located in candidate projects, portfolios, course syllabi, and faculty interviews. Candidates develop skills in effective, research-based strategies including direct instruction and methods for reading remediation. Because many of the candidates are already serving as special education teachers, they come to the program with more skills than typical undergraduates. Their projects reveal ability to apply skills in remediation and evaluate the results. Projects reviewed cross curriculum areas and include reading fluency, sight word recognition, writing skills, math, and social studies.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of English language arts, mathematics, and skills necessary for academic success.	The program provides evidence that teacher candidates demonstrate adequate understanding of English language arts, mathematics, and skills necessary for academic success.	The program provides evidence that teacher candidates demonstrate an indepth understanding of English language arts, mathematics, and skills necessary for academic success and how to help students successfully apply their skills to many different situations, materials, and ideas.
1.2 Making Subject Matter Meaningful (same as Core Rubrics)			

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.

An examination of course syllabi, candidate interviews, faculty interviews, and conversation with local school administrators, shows that teacher candidates have superior knowledge in how children acquire basic academic skills. Local administrators report that NNU practicum students are better prepared than others and use data to make instructional decisions. A principal said that one NNU teacher candidate was more "like a teacher with years of experience." Graduate students whole heartedly agree that NNU provides excellent preparation and background knowledge success in their work with children. Because of courses in assessment, reading, and curriculum, teacher candidates understand learning development and how to assess when development is not typical. Teacher candidates analyze tasks in lesson planning that include research-based instruction and functional skills, but evidence is limited for application in community based settings.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how students learn to read, write, and speak and how such factors influence educational development and instructional decisions.	The program provides evidence that teacher candidates demonstrate adequate understanding of how students learn to read, write, and speak and how such factors influence educational development and instructional decisions.	The program provides evidence that teacher candidates demonstrate an indepth understanding of how students learn to read, write, and speak and how such factors influence educational development and instructional decisions.

2.2 Provide Opportunities for	The program provides little or no	The program provides evidence that	The program provides evidence that
Development	evidence that teacher candidates	teacher candidates demonstrate an	teacher candidates demonstrate an in-
	demonstrate an adequate ability to	adequate ability to use research-	depth ability to use research-supported
	use research-supported instructional	supported instructional strategies and	instructional strategies and practices,
	strategies and practices, such as	practices, such as functional	such as functional embedded skills
	functional embedded skills approach,	embedded skills approach,	approach, community-based
	community-based instruction, task	community-based instruction, task	instruction, task analysis to foster
	analysis to foster student learning.	analysis to foster student learning.	student learning and produce
			measurable growth in student learning.

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 students with diverse needs (same as Core Rubrics).

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.

Evidence is strong that teacher candidates use exemplary skills in designing, evaluating, and implementing instruction for children with disabilities. Course syllabi for curriculum models, reading instruction, and methods emphasize instruction that includes pre/post measurement of student skills and the use of effective strategies for children with disabilities. Course curriculum includes study of the work of Robert Marzano, Siegfried Engelmann, and "giants" in the field of curriculum. Candidate poster board displays and conversations with those candidates reveal that they implement instructional strategies, measure effectiveness of instruction, monitor growth using charts and graphs, and report outcomes. Graduate candidates state that their NNU professors not only provide information about effective strategies, they actually use those same strategies in their own instruction.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple learning strategies (same as Core Rubrics)			
4.2 Application of multiple learning strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to design and or implement effective instructional programs for students with disabilities in classroom settings.	The program provides evidence that teacher candidates demonstrate an adequate ability to design and implement instructional programs for students with disabilities in classroom settings.	The program provides evidence that teacher candidates demonstrate an in-depth ability to design, evaluate, and implement instructional programs for students with disabilities in a variety of settings.

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.

Principles of behavior management are included in several course syllabi including Intensive Behavior Intervention and Methods and Adaptations for Exceptional Learners. All candidates are required to complete an extensive project that changes child behavior and apply behavioral skills in the practicum. A superior example is illustrated in a candidate project working with a second-grader with autism. Entry behaviors included refusing to sit in a chair, removing his shoes, tossing one across the room, using the other shoe to hit his pre-school age sister, hitting his mother, and running up and down the hall. Although progress was erratic, behaviors including hitting, spitting, and running, were significantly reduced. Course curriculum is strongly tied to the unit framework, and appropriate candidate dispositions are evident.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of theories of behavior problems concerning students with disabilities.	The program provides evidence that teacher candidates demonstrate adequate knowledge of theories of behavior problems concerning students with disabilities.	The program provides evidence that teacher candidates demonstrate an indepth knowledge of theories of behavior problems concerning students with disabilities including self-stimulation and abuse.
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to develop and/or implement a systematic behavior management plan using observation, recording, charting, establishment of timelines, hierarchies of interventions, and schedules of reinforcement.	The program provides evidence that teacher candidates demonstrate an adequate ability to develop and implement a systematic behavior management plan using observation, recording, charting, establishment of timelines, hierarchies of interventions, and schedules of reinforcement.	The program provides evidence that teacher candidates demonstrate an indepth ability to participate in the development and implementation of systematic behavior management plans at the individual, classroom and school-wide levels, using observation, recording, charting, establishment of timelines, hierarchies of interventions, and schedules of reinforcement.

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

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

In the course, IEPs and Transitions, teacher candidates design transition plans that include skills important to post-high school living. The course is taught by a practitioner in the field who has extensive experience with IEPs and transition plans. Candidates receive information about working with outside agencies as part of the transition process. Evidence of transition planning is included in portfolios and reflective activities.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals (same as Core Rubrics)			
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to design and implements instructional program that address independent living skills, vocational skills, and career education for students with disabilities.	The program provides evidence that teacher candidates demonstrate an adequate ability to design and implements instructional program that address independent living skills, vocational skills, and career education for students with disabilities.	The program provides evidence that teacher candidates demonstrate an in-depth ability to design and implements instructional program that address independent living skills, vocational skills, and career education for students with disabilities.

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.

Teacher candidates develop skills in transition assessment in the course, IEPs and Transitions. In assessment and methods classes they learn to use ecological and functional assessment. A review of candidate portfolios and projects demonstrates that assessments include these components in addition to standardized tests. Documentation of transition background knowledge is included in a candidate paper, *Reflections on Two Incredible Years*. The candidate stated, "Developing the essential contacts needed was emphasized during our IEP and Transition class. Within our IEP and Transition class, we developed a section within our IEP notebook dealing with transition with a list of transition and community resources." Little evidence was discovered regarding candidate ability to perform future-based assessments as indicated in this standard.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning (same as Core Rubrics)			
8.2 Using and Interpreting Program and Student Assessment	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to	The program provides evidence that teacher candidates demonstrate an adequate ability to facilitate and	The program provides a evidence that teacher candidates demonstrate an

Strategies	facilitate and conduct assessments	conduct assessments related to	in-depth ability to facilitate and
	related to secondary transition	secondary transition planning,	conduct assessments related to
	planning, supports, and services; and	supports, and services; and adapt and	secondary transition planning,
	adapt and modify ecological	modify ecological inventories,	supports, and services; and adapt and
	inventories, portfolio assessments,	portfolio assessments, functional	modify ecological inventories,
	functional assessments, and future-	assessments, and future-based	portfolio assessments, functional
	based assessments to accommodate	assessments to accommodate the	assessments, and future-based
	the abilities and needs of students	abilities and needs of students with	assessments to accommodate the
	with disabilities	disabilities	abilities and needs of students with
			disabilities

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

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

A review of course syllabi and conversations with graduate students and local school administrators shows that candidates not only understand services and networks that benefit children with disabilities, but they also actually form networks. A candidate portfolio indicates a collaboration project for a kindergarten student involving a network of service providers. In the practicum experience candidates communicate with parents, students, and professional personnel regarding student skills in cognitive, physical, prevocational/vocational, and social skills. Candidates additionally create a relationship with a resource agency during their practicum. A candidate reflected that, "Networking with community resources is critical in creating a sense of belonging for our students."

Element	Unacceptable	Acceptable	Target
10.1 Interacting in with Colleagues, Parents, and Community in Partnerships	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the services, networks, and organizations for individuals with disabilities, including career, vocational, and transition support.	The program provides evidence that teacher candidates demonstrate an adequate understanding of the services, networks, and organizations for individuals with disabilities, including career, vocational, and transition support.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of the services, networks, and organizations for individuals with disabilities, including career, vocational, and transition support.

Recommended Action on all Standards:
X Approved
Approved Conditionally
Not Approve

Visual Performing Arts

RUBRICS – Idaho Visual/Performing Arts Foundation Teacher Standards

College/University: Northwest Nazarene University Review Dates: March 11-15, 2006

Standards(s) Reviewed: Visual/Performing Arts (Standards 1, 5, 6, 7, 8, 9, 10, & 11)

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

Course syllabi, writing samples, exhibits, the VSA (Very Special Arts of Idaho) Grant for the PREP (Prepared Readiness for Employment) program, Praxis II scores, student compiled resource binders, and interviews provided the adequate evidence of teacher candidate understanding of concepts central to the discipline taught and the role it plays in preparing students for the global community of the future and seeking connections to the other disciplines. Course instructor's philosophy of practical application and "real world experience" motivate candidates to empower students with the four foci of aesthetics, disciplinary context, production, and diversity. Aesthetic qualities are addressed and defined in handouts, classroom discussions, assignments, and videos in the (Discipline Based Art Education (DBAE) which focuses on understanding the visual image – making, analyzing and interpreting. Discipline content, as well as their theoretical and practical goals, is evident in candidate lesson plans. Candidates are comfortable in the practice of "compare and contrast," and are well-versed in cultural diversity, as well as diversity of learning styles and abilities. This is evident in the PREP program where NNU art education majors instruct special education students who are 18–21 years old in a class that includes drawing, painting, and ceramics. Candidates are also instructed in evaluation criteria and developing rubrics.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	The program provides little or no evidence that teacher candidates demonstrate an 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.	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.	The program provides evidence that teacher candidates demonstrate an indepth knowledge of historical, critical, performance, and aesthetic concepts, and an exemplary technical and expressive proficiency in a particular area of the visual and performing arts.

1.2 Making Subject Matter	The program provides little or no	The program provides evidence that	The program provides evidence that
Meaningful	evidence that teacher candidates	teacher candidates demonstrate an	teacher candidates demonstrate an in-
	demonstrate an adequate ability to	adequate ability to help students	depth ability to help students create,
	help students create, understand, and	create, understand, and become	understand, and become involved in
	become involved in the traditional,	involved in the traditional, popular,	the traditional, popular, folk, and
	popular, folk and contemporary arts	folk and contemporary arts as	contemporary arts as relevant to the
	as relevant to the students' interests	relevant to the students' interests and	students' interests and experiences;
	and experiences; ; and an ability to	experiences; and an ability to instruct	and an ability to instruct students in
	instruct students in interpreting and	students in interpreting and judging	interpreting and judging their own
	judging their own artwork, as well as	their own artwork, as well as the	artwork, as well as the works of others.
	the works of others.	works of others.	

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 (same as Core Rubrics).

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 students with diverse need (same as Core Rubrics).

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 (same as Core Rubrics).

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

A review of course syllabi and candidate work samples, including videos, as well as interviews with candidates, cooperating teachers, NNU faculty, and students in pre-practicum courses provided adequate evidence that candidates understand the rationales and guidelines for effective class management. Emphasis on creating and maintaining a physically and emotionally safe classroom is highlighted in those documents. Successful classroom motivation and management skills also include incorporating cognitive, affective and psychomotor methods. In addition to course work and developing a resource notebook, candidates are exposed to multiple field experiences with numerous cooperating teachers and classrooms situations. Cooperating teachers stated that NNU graduates have the necessary tools and resources necessary to develop individual and classroom strategies that address management, motivation of a diverse student population and discipline. Candidates are well-versed in cultural diversity, as well as diversity of learning styles and abilities.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of how to integrate whole body learning into arts instruction.	The program provides evidence that teacher candidates demonstrate adequate knowledge of how to integrate whole body learning into arts instruction.	The program provides evidence that teacher candidates demonstrate an indepth knowledge of how to use multiple strategies to integrate whole body learning into arts instruction.
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments (same as Core Rubrics)			

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

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

Course syllabi, exhibits, and interviews provide evidence that candidates understand the instructional planning skills necessary to communicate ideas at a detailed level. Candidates are instructed in the essentials of child development as it relates to the developmental stages and modes of children during the artistic process. Detailed candidate lesson plans indicate knowledge in sequential teaching strategies, planning for diversity in the classroom and DBAE curriculum. Every candidate leaves the program with multiple resources, including a binder with a minimum of thirty "tried and true" lesson plans that address issues such as special learners, diversity, grade level appropriateness, safety, etc. Candidates receive field experience in various learning environments with diverse student populations and availability of resources. This is evident in the PREP program where NNU art education majors instruct special education students who are 18–21 years old in a class that includes drawing, painting, and ceramics.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of sequential, holistic, and	The program provides evidence that teacher candidates demonstrate adequate knowledge of sequential, holistic, and cumulative processes	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of advanced sequential, holistic, and cumulative
	cumulative processes and the use of	and the use of the tools necessary for	processes and the use of the tools

	the tools necessary for the communication of ideas.	the communication of ideas.	necessary for the communication of ideas.
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts (same as core Rubrics)			

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.

An examination of course syllabi and exhibits provides adequate evidence that teacher candidates demonstrate the ability to develop evaluation criteria and rubrics for formal and informal assessment. Interviews revealed that candidate's felt they were very well versed in assessment skills and developing rubrics and were developing these skills during their practicum experience. They are instructed in evaluating the entire artistic and educational process (i.e., prior to, during, and following). Candidates collect and evaluate the grading criteria employed by each art instructor and then design their own evaluation criteria matrix. Opportunities to display student's final products are given at every level – including the special education students participating in the PREP program.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of how to assess students' learning and creative processes, as well as finished products.	The program provides evidence that teacher candidates demonstrate adequate knowledge of how to assess students' learning and creative processes, as well as finished products.	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of how to assess students' learning and creative processes, as well as finished products using multiple criteria.
8.2 Using and interpreting program and student assessment strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to provide students with equal opportunities for display, performance, and recognition for what they know and can do in the arts.	The program provides evidence that teacher candidates demonstrate an adequate ability to provide students with equal opportunities for display, performance, and recognition for what they know and can do in the arts.	The program provides evidence that teacher candidates demonstrate an in-depth ability to provide students with equal opportunities in multiple settings for display, performance, and recognition for what they know and can do in the arts.

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.

Portfolios, course syllabi, and interviews with candidates and cooperating teachers provide strong evidence that candidates integrate reflective practice into their pedagogical goals and philosophies. The candidates use self-assessment strategies for reflection and are very responsive to accessing various resources on teaching strategies and subject matter. Candidates are knowledgeable and enthusiastic about the teaching profession and are aware of the influence they have on their students and the community.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of how to be practitioners within their field of interest.	The program provides evidence that teacher candidates demonstrate adequate knowledge of how to contribute in their field of interest.	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of how to contribute as professionals in their field of interest.
9.2 Developing in the Art and science of Teaching (same as Core Rubrics)			

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.

Exhibits, interviews, and group discussions with candidates provide evidence that candidates understand the importance of partnerships with colleagues, cooperating teachers, and supervisors. They have worked closely with the community in the PREP program to involve special education students in projects that were displayed and judged at the community level. Cooperating teachers also have confidence in the candidates and encourage them to interact with parents during parent teacher conferences. Diverse and multicultural projects and are displayed in common areas for everyone to enjoy. Candidates instill "a sense of pride that gives the students drive" and are aware of how they, as teachers, impact student lives.

Element	Unacceptable	Acceptable	Target
10.1 Interacting in with Colleagues, Parents, and Community in Partnerships	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of how to articulate and/or promote the arts.	The program provides evidence that teacher candidates demonstrate adequate knowledge of how to articulate and promote the arts for the enhancement of the school and the community.	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of how to articulate and promote the arts in a variety of ways for the enhancement of the school and the community.
10.2 Interacting in with Colleagues, Parents, and Community in Partnerships (same as Core Rubrics)			

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

Review of lesson plans and course syllabi are strong evidence that candidates are given adequate instruction on the importance of a safe learning environment and the concerns of both physical and psychological safety. Candidates are taught specifically in studio courses about hazardous aspects of studio and performing arts and then learn more specific details during the practicum. Performance and studio participation emphasize the safe experience of the arts for all students, regardless of their experience and talent.

Element	Unacceptable	Acceptable	Target
11. Safe Learning Environment	The program provides little or no	The program provides evidence that	The program provides evidence that
	evidence that teacher candidates	teacher candidates demonstrate an	teacher candidates demonstrate an
	demonstrate an adequate ability to	adequate ability to instruct students	in-depth ability to model procedures
	instruct students in procedures that	in procedures that are essential to	that are essential to safe arts
	are essential to safe arts activities, to	safe arts activities, to manage the	activities, manage the simultaneous
	manage the simultaneous daily	simultaneous daily activities of the	daily activities of the arts classroom,
	activities of the arts classroom, and	arts classroom, and to	and operate/manage performance
	to operate/manage performance	operate/manage performance and/or	and/or exhibit technology safely.
	and/or to exhibit technology safely.	exhibit technology safely.	

Recommended Action on all Standards:

X	_ Approved
	Approved Conditionally
	Not Approved

Music

Candidates for certification as music educators can complete a program at Northwest Nazarene University as a Bachelors of Arts Degree in Music. This program was accredited by the National Alliance of Schools of Music (NASM) in 1998. The last accreditation report was available as evidence of program approval. By recommendation of the Professional Standards Commission Standards Committee and action by the Professional Standards Commission, Northwest Nazarene University is exempt from responding to state standards for program approval for their Music Education program based on the above-mentioned accreditation as documented.

Visual Arts

RUBRICS – Idaho Visual Arts Teacher Standards

College/University: Northwest Nazarene University Review Dates: March 11-15, 2006

Standards(s) Reviewed: Visual Arts (Standard 1)

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

A review of course syllabi, writing samples, exhibits, the VSA Grant for the PREP program, Praxis II scores, student compiled resource binders and an interview with the department head provided the adequate evidence of teacher candidate understanding of pedagogy and art history. The instructor's philosophy of practical application and "real world experience" motivate the candidates to empower their own students with the four foci of aesthetics, disciplinary content, production, and diversity. Aesthetic qualities are addressed and defined in handouts, classroom discussions, assignments and videos on DBAF (Discipline Based Art Education - the focus of which is understanding the visual image – making, analyzing and interpreting). Disciplinary context is evident in candidate lesson plans, as well as their theoretical and practical goals. Candidates are comfortable in the practice of "compare and contrast," and are well-versed in cultural diversity, as well as diversity of learning styles and abilities. This is evident in the PREP program where NNU art education majors instruct special education students who are 18–21 years old in a class that includes drawing, painting, and ceramics.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	The program provides little or no evidence that the teacher candidates demonstrate an adequate understanding of formal, sensory, and expressive elements and principles to communicate ideas in the visual arts.	The program provides evidence that the teacher candidates demonstrate an adequate understanding of formal, sensory, and expressive elements and principles to communicate ideas in the visual arts.	The program provides evidence that the teacher candidates demonstrate an adequate understanding of a variety of ways to use formal, sensory, and expressive elements and principles to communicate ideas in the visual arts.
1.2 Making Subject Matter Meaningful (same as Core Rubrics)			

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 (same as Core Rubrics).

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 students with diverse needs (same as Core Rubrics).

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 (same as Core Rubrics).

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 (same as Core Rubrics).

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

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

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 (same as Core Rubrics).

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 (same as Core Rubrics).

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 (same as Core Rubrics).

Recommended	Action	on all	Standards	3

X	_ Approved
	Approved Conditionally
	Not Approved

Science

RUBRICS – Idaho Foundation Standards for Science Teachers Standards-Based State Program Approval Rubrics for Teacher Preparation Programs

Idaho Foundation Standards for Science Teachers

College/University: Northwest Nazarene University Review Dates: March 11-15, 2006

Standards(s) Reviewed: Science (Standards 1, 2, 4, 6, 9, 11 & 12)

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

The course syllabi provide evidence that science classes feature lab exercises that expose teacher candidates to the mental processes integral to science: organized procedures, analysis of data, formulation of tentative conclusions based on data that are obtained in the lab exercise. Interviews emphasize that both biology and chemistry faculty are committed to more open-ended projects where candidates work independently to bring their projects to a conclusion.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Science	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of their science content and a limited understanding of the central concepts, tools of inquiry, and structures of their science discipline.	The program provides evidence that teacher candidates demonstrate an adequate understanding of their science content and the nature of scientific knowledge and an understanding of how to articulate the importance of engaging in the process of science.	The program provides evidence that teacher candidates demonstrate an indepth understanding of science and the nature of scientific knowledge, and an understanding of how to make connections between their science and other disciplines and to engage students in the process of science.
1.2 Making Science Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to	The program provides evidence that teacher candidates demonstrate an adequate ability to create learning	The program provides evidence that teacher candidates demonstrate an indepth ability to create and evaluate

create learning experiences that experiences that make the concepts teaching resources and curriculum make the concepts of science, tools of science, tools of inquiry, structure materials for their comprehensiveness, of inquiry, structure of scientific of scientific knowledge, and the accuracy, and usefulness in making knowledge, and the processes of processes of science meaningful to scientific ideas and concepts, tools of science meaningful to students students through the use of materials inquiry, structure of scientific through the use of materials and and resources that support knowledge, and the processes of resources that support instructional instructional goals and learning science meaningful to students; use/develop learning activities that are goals and learning activities, activities, including laboratory including laboratory exercises, that exercises, that are consistent with consistent with curriculum goals and are consistent with curriculum goals curriculum goals and reflect progress coherently within the unit of and reflect principles of effective principles of effective instruction. instruction; and use/develop learning activities, including laboratory instruction. exercises, that foster multiple viewpoints and ways of knowing science.

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

Interviews with candidates and samples of candidate work indicate that they are skilled at assessing the initial knowledge students bring to a lesson or unit, and then, adapting the instructional materials and activities accordingly to provide appropriate instruction. Interviews with staff and a review of the required education curriculum indicate that candidates spend a commendable number of hours observing/working in classrooms, starting with freshman year, to allow the candidates an opportunity to become comfortable with classroom activities before they are actually in charge of a classroom. By the end of the program, candidates are competent and generally very confident.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the conceptions students are likely to bring to class that can interfere with learning the science.	The program provides evidence that teacher candidates demonstrate an adequate understanding of the conceptions students are likely to bring to class that can interfere with learning the science.	The program provides evidence that teacher candidates demonstrate an indepth understanding of how to anticipate and plan for the conceptions students are likely to bring to class that can interfere with learning the science.
2.2 Provide Opportunities for Development	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to carry out activities that facilitate students' conceptual change in science.	The program provides evidence that teacher candidates demonstrate an adequate ability to carry out activities that facilitate students' conceptual change in science.	The program provides evidence that teacher candidates demonstrate an indepth ability to design, evaluate, and appropriately use activities to facilitate students' conceptual change in science.

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 students with diverse needs (same as Core Rubrics).

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

Interviews with candidates, building level administrators who have oversight on candidate practicum experiences, and supervising teachers all indicate that the pre-service program provides ample opportunities for candidates to explore a variety of instructional strategies suitable for classroom use. It also empowers candidates with the latitude to assess appropriate times to implement each strategy.

Element	Unacceptable	Acceptable	Target
4.1 Understanding Multiple Learning Strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.	The program provides evidence that teacher candidates display an adequate understanding of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills.	The program provides evidence that teacher candidates display an indepth understanding of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills.
4.2 Application of Multiple Learning Strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, and laboratory/field activities to facilitate students' critical thinking, problem solving, and performance skills.	The program provides evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, and laboratory/field activities to facilitate students' critical thinking, problem solving, and performance skills.	The program provides a preponderance of evidence that teacher candidates consistently use a variety of appropriate 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 (same as Core Rubrics).

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

Work samples and candidate interviews, as well as interviews with supervising teachers indicate that candidates enter student teaching with advanced communication skills.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).	The program provides evidence that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of how to create as needed and make appropriate use of forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific diagrams, scientific posters, and multimedia presentations).
6.2 Application of Thinking and Communication Skills	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to engage students in the use of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).	The program provides evidence that teacher candidates demonstrate an adequate ability to engage students in the use of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).	The program provides evidence that teacher candidates demonstrate an in-depth ability to enable students to make appropriate decisions in the use of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).

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

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 (same as Core Rubrics).

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.

In interviews with building level administrators and supervising teachers there is a continuous theme that addresses the commitment teacher candidates bring to their student teaching experience. Candidates are commended time and time again for their ability to evaluate a lesson, including critiquing areas of weakness, and then making the adjustments necessary to improve or enhance lessons

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science	The program provides evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science.	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of recent developments in their fields, of how students learn science, and how to draw conclusions about the implications of this knowledge for instruction.
9.2 Developing in the Art and Science of Teaching	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use instruction that incorporates an understanding of recent developments in their fields and knowledge of how students learn science, where appropriate.	The program provides evidence that teacher candidates demonstrate an adequate ability to use of instruction that incorporates an understanding of recent developments in their fields and knowledge of how students learn science, where appropriate.	The program provides evidence that teacher candidates demonstrate an in-depth ability to plan, evaluate, revise, and make use of instruction using an understanding of recent developments in their fields and knowledge of how people learn science, where appropriate

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 (same as Core Rubrics).

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

Candidates are required to take a course in lab safety. Guidelines for lab safety are an integral part of course syllabi, and modeling of safe behavior is built into lesson plans.

Element	Unacceptable	Acceptable	Target	
11.1 Creating a Safe Learning	The program provides little or no	The program provides evidence that	The program provides evidence that	
Environment	evidence that teacher candidates	teacher candidates demonstrate an		
	demonstrate an adequate ability to	adequate ability to model safe	in-depth ability to model safe	
	model safe practices in classroom	practices in classroom and storage	practices in the classroom and	
	and storage area in the following: 1)	area in the following: 1) set up	storage area; 1) set up procedures for	
	set up procedures for safe handling,	procedures for safe handling,	safe handling, labeling and storage	

labeling and storage of chemicals labeling and storage of chemicals of chemicals and electrical and electrical equipment; 2) and electrical equipment; 2) equipment; 2) demonstrate that demonstrate that safety is a priority demonstrate that safety is a priority safety is a priority in science and in science and other activities; 3) in science and other activities; 3) other activities; 3) take appropriate action in an emergency; 4) instruct take appropriate action in an take appropriate action in an emergency; 4) instruct students in emergency; 4) instruct students in students in laboratory safety laboratory safety procedures; 5) laboratory safety procedures; 5) procedures; 5) evaluate students' safety competence before allowing evaluate students' safety competence evaluate students' safety competence before allowing them in the before allowing them in the them in the laboratory; 6) document laboratory; 6) take action to prevent laboratory; 6) take action to prevent safety instruction; 7) takes action to hazards; 7) adhere to the standards of hazards; 7) adhere to the standards of prevent hazards; 8) adhere to the the science education community for the science education community for standards of the science education ethical care and use of animals; ethical care and use of animals; community for ethical care and use and/or 8) use preserved or live and/or 8) use preserved or live of animals; and 9) uses\preserved or animals appropriately in keeping animals appropriately in keeping live animals appropriately in keeping with the age of the students and the with the age of the students and the with the age of the students and the need for such animals. need for such animals. need for such animals.

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

Course syllabi and samples of student work indicate that laboratory activities and laboratory safety are integral parts of the teacher candidate preparation. Interviews with candidates confirmed that they make laboratory activities an integral part of unit planning.

Element	Unacceptable	Acceptable	Target
12.1 Effective Use of	The program provides little or no	The program provides evidence that	The program provides evidence that
Laboratory/Field Experiences	evidence that teacher candidates	teacher candidates demonstrate an	teacher candidates demonstrate an
	demonstrate an adequate ability to	adequate ability to explain the	in-depth ability to explain the
	explain the importance of	importance of laboratory/field	importance of laboratory /field
	laboratory/field activities in the	activities in the learning of science,	activities in the learning of science,
	learning of science, engage students	routinely engage students in	routinely engage students in
	in experiencing the phenomena they	experiencing the phenomena they are	experiencing the phenomena they are
	are studying by means of	studying by means of	studying by means of laboratory
	laboratory/field exercises, and	laboratory/field exercises, and	/field exercises, and carefully
	carefully orchestrated	carefully orchestrated	orchestrated demonstrations of the
	demonstrations of the phenomena for	demonstrations of the phenomena for	phenomena for larger groups when
	larger groups when necessary.	larger groups when necessary.	necessary.

Recommended	Action	on all	Stand	larde
MCCOMMICMUCA	ACHUII	vu au	Diani	iai us

X	_ Approved
	Approved Conditionally
	Not Approved

Biology

Idaho Standards for Biology Teachers

College/University: Northwest Nazarene University Review Dates: March 11-15, 2006

Standards(s) Reviewed: Biology (Standard 1)

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

Materials reviewed to evaluate the biology program include course syllabi and student work samples, in addition to candidate interviews. Unit candidates participate in a traditional biology program built around a sequence of introductory biology classes, a genetics class, a chemistry sequence, and introduction to statistics and a laboratory safety course. A variety of high-level courses augment the classes. Consequently, candidates boast a solid foundation in the discipline. The program includes several course options that allow participants to pursue areas of personal interest. Tools of inquiry and processes of science are embedded within course offerings.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Biology	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of biology content and a limited understanding of the central concepts, tools of inquiry, and structures of biology.	The program provides evidence that teacher candidates demonstrate adequate of understanding of biology content and the nature of biological knowledge and understand and are able to articulate the importance of engaging in the process of science.	The program evidence that teacher candidates demonstrate an in-depth understanding of biology content and the nature of biological knowledge, make connections between biology and other disciplines, and are able to articulate the importance of engaging in the process of science.
1.2 Making Biology Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts, tools of inquiry, and structures of biology meaningful to students.	The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of biology, tools of inquiry, structure of biological knowledge, and the processes of biology meaningful to students through the use of materials and resources that support	The program provides evidence teacher candidates demonstrate an indepth ability to create and evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness in making biology, tools of inquiry, structure of biological knowledge, and the processes of biology meaningful to

Recommended Action on all Standards:

X	_ Approved
	Approved Conditionally
	Not Approved

Chemistry

Idaho Standards for Chemistry Teachers

College/University: Northwest Nazarene University Review Dates: March 11-15, 2006

Standards(s) Reviewed: Chemistry (Standards 1)

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

Candidates receive a solid program in chemistry. Assignments that stress inquiry skills are embedded in the program. The chemistry department is to be commended for establishing a student laboratory aide program to give candidates additional experience leading labs and monitoring laboratory safety. The department chairperson stressed that chemistry courses make connections between chemistry and biology.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Chemistry	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of chemistry content and the nature of chemical knowledge are able to articulate the importance of engaging in the process of science.	The program provides evidence that teacher candidates demonstrate an adequate understanding of chemistry content and the nature of chemical knowledge and understand and can articulate the importance of engaging in the process of science.	The program provides evidence that teacher candidates demonstrate an indepth understanding of chemistry content and the nature of chemical knowledge, make connections between chemistry and other disciplines and have engaged in the process of science.
1.2 Making Chemistry Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts of chemistry, tools of inquiry, and structures of chemistry meaningful to students.	The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of chemistry, tools of inquiry, structure of chemical knowledge and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory exercises, that are consistent with curriculum goals and	The program evidence that teacher candidates demonstrate an in-depth ability to create and evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness in making chemistry, tools of inquiry, structure of chemical knowledge and the processes of chemistry meaningful to students; use/develop learning activities that are consistent with curriculum goals and progress coherently within the unit of instruction; and use/develop learning

reflect principles of effective instruction.	activities, including laboratory exercises, that foster multiple viewpoints and ways of knowing
	science.

Recommended Action on all Standards:

X	_ Approved
	Approved Conditionally
	Not Approved

School Administrator

RUBRICS – Idaho Foundation Standards for School Administrators Standards-Based State Program Approval Rubrics for Administrator Preparation Programs

College/University: Northwest Nazarene University Review Dates: March 11-15, 2006

Standards(s) Reviewed: School Administrator (Standards 1, 2, 3, 5, & 6)

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

Interviews with area administrators, recent graduates, current program candidates, and an examination of program work samples (internship portfolios, action research projects, and required course of study syllabi) provide evidence that candidates are thoroughly prepared in this standard. Program graduates and candidates demonstrate understanding of the key concept, meaningfully engaging all stakeholders in school planning and culture building. Candidates apply research data and on-site action in order to advance the standard. The program's critical social model provides focus and emphasis for the standard.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Visionary and	The program provides little or no	The program provides evidence that	The program provides evidence that
Strategic Leadership	evidence that administrator candidates	administrator candidates have an	administrator candidates have an in-
	have an adequate understanding of	adequate understanding of specific	depth understanding of specific
	specific models and processes of	models and processes of visionary	models and processes of visionary
	visionary leadership and how to	leadership and how to engage	leadership and how to engage
	engage stakeholders in strategic	stakeholders in strategic planning and	stakeholders in strategic planning and
	planning and data collection.	data collection.	data collection.
1.2 Application of Visionary and	The program provides little or no	The program provides evidence that	The program provides evidence that
Strategic Leadership	evidence that administrator candidates	administrator candidates demonstrate	administrator candidates demonstrate
	demonstrate an adequate ability to	an adequate ability to facilitate the	an in-depth ability to facilitate the
	facilitate the development and	development and implementation of	development and implementation of
	implementation of visioning and	visioning and strategic leadership,	visioning and strategic leadership,
	strategic leadership, using key	using key concepts and models.	using key concepts and models.
	concepts and models.		

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

This standard is one of the program's strengths, as evinced by the program's 41 credit requirement directed toward instructional leadership. Employing school districts, graduates, and candidates report an in-depth understanding of teaching, assessment, and action research. Moreover, candidates demonstrate (via program journals, research projects, and portfolios) the ability to assess instructional needs and connect them to staff supervision and development that advances student achievement.

Element	Unacceptable	Acceptable	Target
2.1 Understanding of Instructional	The program provides little or no	The program provides evidence that	The program provides evidence that
Leadership	evidence that administrator candidates	administrator candidates have an	administrator candidates have an in-
	have an adequate understanding of the	adequate understanding of the	depth understanding of the
	relationships between school culture,	relationships between school culture,	relationships between school culture,
	diverse student needs, instructional	diverse student needs, instructional	diverse student needs, instructional
	program, staff professional growth,	program, staff professional growth,	program, staff professional growth,
	and student achievement.	and student achievement.	and student achievement.
2.2 Application of Instructional	The program provides little or no	The program provides evidence that	The program provides evidence that
Leadership	evidence that administrator candidates	administrator candidates demonstrate	administrator candidates demonstrate
	demonstrate an adequate ability to	an adequate ability to advocate for,	an in-depth ability to advocate for,
	advocate for, nurture, and sustain a	nurture, and sustain a school culture	nurture, and sustain a school culture
	school culture and instructional	and instructional program conducive	and instructional program conducive
	program conducive to student	to student learning, diverse student	to student learning, diverse student
	learning, diverse student needs, and	needs, and staff professional growth.	needs, and staff professional growth.
	staff professional growth.		

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

A review of program syllabi, intern portfolios, and action research projects, provides evidence that candidates receive managerial training in organizational operations, i.e., budgeting and facility operation via multiple courses. Interviews with administrators, graduates, candidates, faculty, and affiliate faculty indicate candidates receive preparation in the standard as units across the program's curriculum. This approach is successful through its systematic repetition of content.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Management	The program provides little or no	The program provides evidence that	The program provides evidence that
and Organizational Leadership	evidence that administrator candidates	administrator candidates have an	administrator candidates have an in-
	have an adequate understanding of	adequate understanding of how to	depth understanding of how to
	how to promote and manage a safe,	promote and manage a safe, efficient,	promote and manage a safe, efficient,
	efficient, and effective learning	and effective learning environment	and effective learning environment
	environment for the success of each	for the success of each student.	for the success of each student.
	student.		
3.2 Application of Management	The program provides little or no	The program provides evidence that	The program provides evidence that
and Organizational Leadership	evidence that administrator candidates	administrator candidates demonstrate	administrator candidates demonstrate
	demonstrate an adequate ability to	an adequate ability to promote and	an in-depth ability to promote and
	promote and manage a safe, efficient,	manage a safe, efficient, and effective	manage a safe, efficient, and effective
	and effective learning environment	learning environment for the success	learning environment for the success
	for the success of each student.	of each student.	of each student.

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

An examination of program syllabi, intern portfolios, and candidate work samples provide evidence that candidates are well grounded in collaborative practices that build school-community relations and partnerships. The program's critical social model advances the importance of engaging the community and families aimed at student achievement. Candidates are exposed to a variety of diverse populations via course work and the internship.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Family and	The program provides little or no	The program provides evidence that	The program provides evidence that
Community Partnerships	evidence that administrator candidates	administrator candidates have an	administrator candidates have an in-
	have an adequate understanding of	adequate understanding of how to	depth understanding of how to
	how to collaborate with families and	collaborate with families and	collaborate with families and
	community members, respond to	community members, respond to	community members, respond to
	diverse community interests and	diverse community interests and	diverse community interests and
	needs, and mobilize community	needs, and mobilize community	needs, and mobilize community
	resources to promote the success of	resources to promote the success of	resources to promote the success of
	each student.	each student.	each student.
4.2 Application of Family and	The program provides little or no	The program provides evidence that	The program provides evidence that
Community Partnerships	evidence that administrator candidates	administrator candidates demonstrate	administrator candidates demonstrate
	demonstrate an adequate ability to	an adequate ability to collaborate with	an in-depth ability to collaborate with

collaborate with families and	families and community members,	families and community members,
community members, respond to	respond to diverse community	respond to diverse community
diverse community interests and	interests and needs, and mobilize	interests and needs, and mobilize
needs, and mobilize community	community resources to promote the	community resources to promote the
resources to promote the success of	success of each student.	success of each student.
each student.		

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

The program's critical social model is a comprehensive integration of servant leadership. It emphasizes personal and professional ethics. The program's "habit of mind" foundation advances high standards of conduct via case studies of ethical conduct. Employing school districts affirm the program's preparation in this standard and consider it part of NNU's tradition.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Professional	The program provides little or no	The program provides evidence that	The program provides evidence that
and Ethical Leadership	evidence that administrator candidates	administrator candidates have an	administrator candidates have an in-
	have an adequate understanding of the	adequate understanding of the	depth understanding of the
	relationship between personal and	relationship between personal and	relationship between personal and
	professional values, ethics, and	professional values, ethics, and	professional values, ethics, and
	integrity to promote the success of	integrity to promote the success of	integrity to promote the success of
	each student.	each student.	each student.
5.2 Application of Professional	The program provides little or no	The program provides evidence that	The program provides evidence that
and Ethical Leadership	evidence that administrator	administrator candidates demonstrate	administrator candidates demonstrate
	candidates demonstrate an	an adequately ability to apply	an in-depth ability to apply personal
	adequately ability to apply personal	personal and professional values,	and professional values, ethics, and
	and professional values, ethics, and	ethics, and integrity to promote the	integrity to promote the success of
	integrity to promote the success of	success of each student.	each student.
	each student.		

Standard 6: Governance and Legal Leadership—A school administrator is an educational leader who promotes the success of each student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts.

The program's law course, an in-depth study of all types and levels of legal requirements, is augmented by the program's emphasis on social justice leadership. As described by one graduate: "It's designed to make a difference in the lives of all students." Interviews with employing

school districts confirm preparation in this standard. Syllabi and candidate portfolios demonstrate attention to leadership in the larger political, economic, and cultural context.

Element	Unacceptable	Acceptable	Target
6.1 Understanding of Governance	The program provides little or no	The program provides evidence that	The program provides evidence that
and Legal Leadership	evidence that administrator candidates	administrator candidates have an	administrator candidates have an in-
	have an adequate understanding of the	adequate understanding of the role of	depth understanding of school
	role of the school administrator in	the school administrator in responding	administrator in responding to and
	responding to and influencing the	to and influencing the larger political,	influencing the larger political, social,
	larger political, social, economic,	social, economic, legal, and cultural	economic, legal, and cultural contexts
	legal, and cultural contexts to promote	contexts to promote the success of	to promote the success of each
	the success of each student.	each student.	student.
6.2 Application of Governance	The program provides little or no	The program provides evidence that	The program provides evidence that
and Legal Leadership	evidence that administrator	administrator candidates demonstrate	administrator candidates demonstrate
	candidates demonstrate an adequate	an adequate ability to respond to and	an in-depth ability to respond to and
	ability to respond to and influence the	influence the larger political, social,	influence the larger political, social,
	larger political, social, economic,	economic, legal, and cultural contexts	economic, legal, and cultural contexts
	legal, and cultural contexts to	to promote the success of each	to promote the success of each
	promote the success of each student.	student.	student.

Recommended Action on all Standards:

X	Approved
	Approved Conditionally
	Not Approved

Special Education Director

RUBRICS – Idaho Standards for Special Education Directors Standards-Based State Program Approval Rubrics for Special Education Directors Preparation Programs

College/University: Northwest Nazarene University Review Dates: March 11-15, 2006

Standards(s) Reviewed: Special Education Director (Standards 1, 2, & 3)

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

A review of course syllabi, candidate projects, and interviews with faculty show that special education administrator candidates have a vision for special education and share that vision with others. Candidates learn the importance of vision in the counseling course, practicum, and seminars. Projects include reflection on communication of vision in day-to-day activities with parents, teachers, and staff. Candidate journals reflect the realistic frustration that directors experience in their communication of vision. Before vision is fully developed, NNU provides candidates knowledge that results in dispositions about systems of care, the role of the family, and support for staff members. Leadership skills are infused in several courses and include activities regarding leadership styles, reflection on leadership, and the building of partnerships.

Element	Unacceptable	Acceptable	Target
1.1 Understanding of Visionary	The program provides little or no	The program provides evidence that	The program provides evidence that
and Strategic Leadership	evidence that special education director	special education director candidates	special education director candidates
	candidates have an adequate	have an adequate understanding of	have an in-depth understanding of
	understanding of visionary and	visionary and strategic leadership.	visionary and strategic leadership.
	strategic leadership.		
1.2 Application of Visionary and	The program provides little or no	The program provides evidence that	The program provides evidence that
Strategic Leadership	evidence that special education director	special education director candidates	special education director candidates
	candidates demonstrate an adequately	demonstrate an adequately ability to	demonstrate an in-depth ability to
	ability to implement visionary and	implement visionary and strategic	implement visionary and strategic
	strategic planning to promote the	planning to promote the success of all	planning to promote the success of all
	success of all special education	special education students.	special education students.
	students.		

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

Evidence for the development of instructional leadership skills is found in candidate projects, course syllabi, and faculty interviews. In the competency based practicum, candidates demonstrate an understanding of the state monitoring process and use data to create district improvement plans for special education. They provide evidence of attending professional development activities on topics such as the Interim Special Education Manual 2004, state and regional meetings for special education directors, Children's Mental Heath consortium, strategic planning, IEP facilitation training, and the Results Based Model. A candidate remarked, "I want to gain a solid understanding of IDEA04 so I can instruct my staff and we, as a district, can implement the new law with fidelity." Candidates are encouraged to use research to better understand if a "great" idea really works. Evidence of candidate ability to serve as a resource to staff and families is apparent in reflective journals where candidates document their service as a resource and a problem-solver in challenging situations with frustrated parents and overwhelmed teachers. A faculty member said that special educational directors need to take part in "breaking down silos" that exist among programs and agencies who serve children with disabilities, and the university models this process for them.

Element	Unacceptable	Acceptable	Target
2.1 Understanding of Instructional	The program provides little or no	The program provides evidence that	The program provides evidence that
Leadership	evidence that special education	special education director candidates	special education director candidates
	director candidates have an adequate	have an adequate understanding of the	have an in-depth understanding of the
	understanding of the instructional and	instructional and behavioral strategies	instructional and behavioral strategies
	behavioral strategies to meet the	to meet the needs of special	to meet the needs of special
	needs of special populations.	populations.	populations.
2.2 Application of Instructional	The program provides little or no	The program provides evidence that	The program provides evidence that
Leadership	evidence that special education	special education director candidates	special education director candidates
	director candidates demonstrate an	demonstrate an adequate ability to	demonstrate an in-depth ability to
	adequate ability to serve as a resource	serve as a resource for staff,	serve as a resource for staff,
	for staff, administration, and	administration, and parents/guardians	administration, and parents/guardians
	parents/guardians concerning	concerning instructional and	concerning instructional and
	instructional and behavioral strategies	behavioral strategies for meeting the	behavioral strategies for meeting the
	for meeting the needs of special	needs of special populations and to	needs of special populations and to
	populations and to fulfill federal and	fulfill federal and state mandates.	fulfill federal and state mandates.
	state mandates.		

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

Special education director candidates receive in-depth understanding of management and organizational leadership skills. This is evident in candidate projects, course syllabi, candidate comments, and faculty interview. Candidates provide examples of their ability to manage required job-related responsibilities including, the following:

- devising a VI-b budget that best meets student and staff needs,
- performing the annual December 1 Child Count,
- implementing due process requirements,
- creating interagency agreements,
- reviewing Medicaid guidelines,
- implementing IDEA policy, and,
- understanding discipline issues for students with disabilities.

These practical "real world" experiences help insure the success of candidates. The NNU program differentiates for candidates entering the program with differing backgrounds. Candidates who enter with administrative certification but little special education experience, take more exceptional child classes. Those who have special education experience, but little administrative experience, take more classes in educational leadership.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Management	The program provides little or no	The program provides evidence that	The program provides evidence that
and Organizational Leadership	evidence that special education	special education director candidates	special education director candidates
	director candidates have an adequate	have an adequate understanding of	have an in-depth understanding of
	understanding of state and federal	state and federal laws/requirements,	state and federal laws/requirements,
	laws/ requirements, instruction,	instruction, school activities, and	instruction, school activities, and
	school activities, and environments to	environments to meet individual	environments to meet individual
	meet individual student needs and	student needs and promote a safe,	student needs and promote a safe,
	promote a safe, efficient, and	efficient, and effective learning	efficient, and effective learning
	effective learning environment.	environment.	environment.
3.2 Application of Management	The program provides little or no	The program provides evidence that	The program provides evidence that
and Organizational Leadership	evidence that special education	special education director candidates	special education director candidates
	director candidates demonstrate an	demonstrate an adequate ability to	demonstrate an in-depth ability to
	adequate ability to advocate and	advocate and access resources to meet	advocate and access resources to meet
	access resources to meet individual	individual student needs and promote	individual student needs and promote
	student needs and promote a safe,	a safe, efficient, and effective learning	a safe, efficient, and effective learning
	efficient, and effective learning	environment.	environment.
	environment.		

X	_ Approved
	Approved Conditionally
	Not Approved

School Counseling Program

Candidates for certification as school counselors can complete a program at Northwest Nazarene University as a Master of Science Degree in Counseling. This program was accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in 2001. The last accreditation report was available as evidence of program approval. By recommendation of the Professional Standards Commission Standards Committee and action by the Professional Standards Commission, Northwest Nazarene University is exempt from responding to state standards for program approval for their Counseling program based on the above-mentioned accreditation as documented.

PROFESSIONAL STANDARDS COMMISSION RECOMMENDATION

TEACHER PREPARATION PROGRAM ON-SITE REVIEW -NORTHWEST NAZARENE UNIVERSITY PROCESS

- The state team conducted an on-site visit on March 11-15, 2006, to review the teacher preparation program at Northwest Nazarene University.
- Dr. Dennis W. Ohrtman, National Board Certified Teacher, Lewiston High School, 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. Ohrtman, on behalf of the state team, wrote a pertinent team report that was forwarded to the dean of the College of Education at Northwest Nazarene University and to the administrator of the Professional Standards Commission.
 - Dr. Karen Blacklock, chair in the College of Education at Northwest Nazarene University, 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 June 14, 2006, 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 Northwest Nazarene University.
 - The recommendation by the Professional Standards Commission.

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 Northwest Nazarene University, Nampa, Idaho.
- Below are the elements of the recommendations made by the state team and the Professional Standards Commission.

APPROVED

- The following areas were approved by the Professional Standards Commission as having met the State Board of Education-approved core and enhancement standards at Northwest Nazarene University:
 - Elementary Education
 - English/Language Arts
 - Reading
 - Physical Education
 - Foreign Language Foundations
 - Spanish
 - Science Foundation
 - Biology
 - Chemistry
 - Mathematics
 - Social Studies Foundation
 - History
 - Special Education Foundation
 - Special Education Generalist
 - Visual Performing Arts Foundation
 - Music (Nationally recognized)
 - Visual Arts
 - School Administrators
 - Special Education Directors
 - School Counselors (Nationally recognized)

H. SUBJECT:

Lewis-Clark State College 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 (PSC) has the responsibility to evaluate teacher preparation programs in Idaho. As part of the National Council for the Accreditation of Teacher Education (NCATE)/Idaho partnership agreement, a concurrent NCATE/Idaho on-site visit is scheduled on a seven-year cycle basis. The scheduled on-site visit at Lewis-Clark State College, Lewiston, Idaho, was conducted on April 8-12, 2006.

DISCUSSION:

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

The state team was chosen from constituency groups representing higher education, K-12 teachers, the Idaho Education Association, and the State Department of Education.

Stacey Jensen, National Board Certified elementary teacher, Pocatello, 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 PSC, thus providing state continuing program approval for the teacher preparation program at Lewis-Clark State College.

BOARD ACTION:

A motion to accept the state team report as approved by the Professional
Standards Commission, thus providing State Board of Education continuing
program approval for the teacher preparation program at Lewis-Clark State
College, Lewiston, Idaho.

Moved by	Seconded by	Carried Yes	No

ATTACHMENTS:

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

STATE REVIEW TEAM REPORT – LEWIS-CLARK STATE COLLEGE April 8-12, 2006

Professional Standards Commission

Idaho State Board of Education

On-Site State Team:

Stacey Jensen, Chair Bob Beckwith Tom Farley Dr. Melinda Lindsey Dr. David Magleby

State Observer:

Dr. Patty Toney

INTRODUCTION

The state review of the Lewis-Clark State College teacher preparation program was conducted April 8-12, 2006. 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 five-member State Evaluation Team and one State Observer visited the Lewis-Clark State College campus, located in Lewiston, Idaho, to review seven programs to determine if there was evidence indicating that Lewis-Clark State College teacher candidates meet the Idaho Standards for the Initial Certification of Professional School Personnel. Simultaneously, a five member, NCATE-trained team examined the unit for evidence that it meets NCATE Standards. Additionally, a State Observer served as a liaison for the NCATE team

The standards used to validate the institutional report were 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, program plans and descriptions, advising checklists, class assignments and reports, portfolios, work samples, video tapes, and letters of support. In addition to the review of documents, team members also conducted interviews with candidates, college administrators, college faculty, P-12 principals, P-12 on-site teacher educators (OSTE), and college supervisors.

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

- *Candidate* a Lewis-Clark State College student enrolled in a teacher preparation or other personnel programs.
- Student individual enrolled in a P-12 public school
- *OSTE* an on site teacher educator who allows candidates in his or her classroom for internships.

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I. PROGRAM REVIEW LEWIS-CLARK STATE COLLEGE - April 8-12, 2006

RECOMMENDATIONS
Approved
NA
NA

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

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

College/University: Lewis-Clark State College Review Dates: April 8-12, 2006

Standards(s) Reviewed: Core Teacher Standards

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

Interviews with public school partners, candidate work samples, course syllabi and instruction, and observations indicate that teacher candidates demonstrate an adequate knowledge of content subject matter. Before entering their final internship, all candidates pass the appropriate Praxis II exam in their content area. Minimum GPA requirements are also in place for entrance and continuance in education programs. Beyond these standard measures, candidates are asked to engage in research projects that apply tools of inquiry and formation of questions related to the central concepts and current conversations in content areas. Written work of candidates demonstrated an ability to formulate and pursue core questions of a variety of content disciplines.

Candidate works samples, interviews with OSTE and teacher candidates, and candidate observations provide adequate evidence that candidates create learning experiences that make central concepts, tools of inquiry, and structures of the discipline meaningful to students. Throughout the education programs, students are assessed through interviews, observations, and written products. OSTE and faculty members certify disposition, readiness, and skill to proceed to the next phase of the program. Interviews with school partners suggest a level of comfort with the preparation of candidates for working with their students.

Area of Improvement

Interviews with candidates, work samples, and college documents reveal elementary math, special education math for secondary majors, and certain social studies content areas may be weak, depending on the courses the candidate chooses to take.

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

The program provides evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop. This was demonstrated in course work requirements; classroom projects; and interviews with students, OSTE, and school administrators. Classroom observations in several settings support the acceptable achievement.

Required course work and internships I and II, and portfolios and evaluations by OSTE provide evidence that teacher candidates have supported 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	Unacceptable	Acceptable	Target
3.1 Understanding of		X	
Individual Learning			
Needs			
3.2 Accommodating		X	
Individual Learning			
Needs			

A review of course syllabi, OSTE interviews, candidate portfolios, adaptive project assignment samples, posters related to diversity, candidate interviews and poster presentations, and a faculty presentation of LCSC's conceptual framework suggests strengths in candidates' knowledge of individual variability in student learning. This standard is met at the target level in the elementary education program.

A review of candidate portfolios, observations of candidates teaching students in their school placements, OSTE interviews, adaptive project assignment samples, and posters related to diversity provide evidence of strengths in candidates' ability to create instructional opportunities that are adapted to 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	Unacceptable	Acceptable	Target
4.1 Understanding of		X	
multiple instructional			
strategies			
4.2 Application of		X	
multiple instructional			
strategies			

A review of course syllabi, lesson plans in candidates' portfolios, and candidates' work samples, and OSTE interviews, observations of on-campus class sessions, candidate interviews, and poster presentations provide evidence that candidates possess an adequate understanding of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills.

Evidence from lesson plans in candidates' portfolios, candidates' work samples, candidate observations, OSTE interviews, and internship evaluations demonstrate that candidates use a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills. During school observations, interns were seen using whole group, small group, and individual teaching strategies. They were also observed using peer tutoring for 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	Unacceptable	Acceptable	Target
5.1 Understanding of		X	
Classroom Motivation			
and Management Skills			
5.2 Creating, Managing,		X	
and Modifying for Safe			
and Positive Learning			
Environments			

Required course work, portfolios, and lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior.

Observed lessons, portfolios, and OSTE evaluations provide evidence that teacher candidates are able to create, manage, and modify safe and productive learning environments. In one classroom, an intern was observed modeling for her class the proper way to line up to go to a specialist class. After modeling, she led a discussion about the importance of not running or pushing while trying to get in line. With this brief lesson, she was able to provide a safe environment for her class in a positive manner.

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

A review of lesson plans, portfolios, and recordings of candidate presentations, and interviews with program staff regarding the use of technology and other media use and interviews with interns provide evidence that teacher candidates demonstrate an adequate ability to model and use communication skills appropriate to professional settings

Evidence outlined in course syllabi, student portfolios, lesson plans, and OSTE interviews indicates that teacher candidates provide and use instructional learning experiences that promote student higher order thinking and communication skills, including listening, speaking, writing, and expression in other media. In discussions with OSTE and principals, it was stated a number of times that candidates and interns are well prepared in communications and know how to use multiple communication techniques and tools to deliver instruction well. Interns were observed working effectively with students using varied 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	Unacceptable	Acceptable	Target
7.1 Instructional Planning		X	
Skills in Connection with			
Knowledge of Subject			
Matter and Curriculum			
Goals			
7.2 Instructional Planning		X	
Skills in Connection with			
Students' Needs and			
Community Contexts			

Evidence outlined in lesson plans and course syllabi, and interviews with OSTEs and interns indicate that teacher 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. In interviews with OSTEs, they stated the candidates and interns did a good job of lesson planning and adapting to classroom changes. An observation of intern indicates that the candidate is a skilled planner on such abilities as managing time and how to approach problem solving.

A review of student work, including portfolios, videos captured on CDs, and lesson plans, provides evidence that the program and teacher candidates plan and prepare instruction based upon consideration of students' needs and community contexts. Candidates and interns expressed a great deal of pride in how the program helped them learn to deal with real life applications in their teaching as well as diverse issues in the classroom.

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

Lesson and unit plans, candidate work samples, and course syllabi provide evidence that candidates are able to demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. Candidates receive instruction in item analysis and the development of a variety of assessment tools and techniques. The various check points built into education programs serve as models for candidates. Candidate work samples demonstrated assessment procedures and models embedded in the instructional processes of faculty, including rubrics, multiple assessments points, and individualized instruction.

Observation of candidates, interviews with school partners, and candidate work samples demonstrate candidates have an adequate knowledge of and ability to apply assessment strategies in lessons. In the three phase structure of the institution, students are involved in diagnosis and prescription tasks. Students work in a variety of lab settings to provide targeted instruction for students. For example, candidates are involved with a variety of community programs where they engage in student assessment and then design instruction based upon the assessment findings.

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

Evidence, including candidate evaluations, observation of interns, conversations with OSTE, and lesson plans and analysis, indicate that the teacher candidates demonstrate an adequate ability to be reflective practitioners who are committed to their profession. Lewis-Clark State College education program has adopted a standard directly pertaining to the reflective aspects of the profession. Several conversations with interns as well as post graduate students indicated the awareness of the value of reflective practices and also indicated that this practice was being used daily in their professional lives.

Evidence from lesson plans, portfolios, and work samples; and discussions with OSTEs and K-12 administrators; and observation of interns indicate that candidates display an adequate ability to engage in purposeful mastery of the art and science of teaching. Many comments were made pertaining to interns' abilities to teach and the desire to learn more about 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	Unacceptable	Acceptable	Target
10.1 Interacting in with			X
Colleagues, Parents, and			
Community in			
Partnerships			

The review of the college's published set of professional standards, portfolios, and course descriptions, and interviews with an OSTE, intern, and number of staff provide evidence that

teacher candidates plan for and interact in a professional, effective, and team-building manner with colleagues, parents, and members of the community to enhance student learning and well being. Interviews with interns, course instructors, and community partners indicate that the candidates understand the social, ethical, legal, and political contexts that affect interaction within a school and the community. Virtually every interviewee indicated a great pride in the partnerships, cooperative agreements, and the benefits from the relationships with entities inside and outside the college and programs. OSTE indicated the interns utilize partnerships effectively to enhance their programs. This is a strong attribute of the education program at LCSC.

College/University: Lewis-Clark State College Review Dates: April 8-12, 2006

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

A review of Praxis II and ICLA data, course syllabi, candidate portfolios, candidate work samples, posters related to diversity, and candidate interviews and poster presentations, faculty interviews, OSTE interviews, observations of campus classes, and assignments and rubrics for literacy autobiographies provide evidence that teacher candidates demonstrate adequate knowledge of elementary subject content, understand connections across the curriculum, demonstrate an ability to attain information and resources when necessary, and communicate with students the ways knowledge in a content area is discovered. Evidence documents particular strengths in candidates' knowledge of literacy and individual variability in student learning, as well as candidates' skills in locating resources to extend their own knowledge of topics, especially in science and social studies. Faculty members are actively working to strengthen candidates' preparation in mathematics.

A review of portfolios, work samples, observations of interns, OSTE interviews, and lesson plans provides evidence that teacher candidates demonstrate an in-depth ability to use, create, and evaluate materials, instructional strategies and/or methods for relevance and comprehensiveness. The evidence documents that candidates are able to use/develop learning activities that foster the development of multiple viewpoints and ways of knowing, making learning experiences and subject matter meaningful to all students. Candidates and their mentor teachers comment on not only their competence, but confidence in making subject matter meaningful to 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	Unacceptable	Acceptable	Target
2.1 Understanding		X	
Human Development and			
Learning			

A review of Praxis II and ICLA data, course syllabi, and candidate portfolios provides evidence that teacher candidates demonstrate adequate understanding of how young children and early adolescents learn and that their literacy and language development influence learning and instructional decisions.

Recommen	heh	Action	on all	Stands	ards.
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X	_ Approved
	Approved Conditionally
	Not Approved

College/University: Lewis-Clark State College Review Dates: April 8-12, 2006

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

A review of course syllabi, candidate interviews, work samples, and interviews with professional partners provide evidence that teacher candidates demonstrate adequate knowledge of English language arts, including the nature, value, and approaches to a variety of literary texts and print and non-print media. Interviews with public school administrators and OSTE supported written evidence that students are well prepared to enter the profession. Candidates are required to prepare through a variety of content courses.

A review of candidate work samples, course syllabi, and OSTE evaluations highlight lessons that demonstrate teacher candidates' ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice and accurately reflect language arts content. A classroom visit to a recent graduate provided further evidence that candidates are well prepared to engage students in the learning process.

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

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

Course syllabi, interviews, and candidate work samples indicate that candidates demonstrate adequate knowledge of the role of maturation in growth in writing, language acquisition, and understanding of literary concepts. Candidates receive instruction in content specific and education courses and are given opportunities to apply their knowledge in the field. Teacher candidates were able to articulate and demonstrate their understanding of language development.

Candidate work samples, observations of teacher candidates, and interviews with OSTEs and college faculty provide evidence that teacher candidates demonstrate an adequate ability to recognize students' levels of language maturity and identify strategies to promote growth. Candidates are given a variety of opportunities to work with students in field placements and

develop a sense of appropriateness of content and strategies. Candidates spend time with students in a writing lab or community setting that provides opportunity to meet students at the appropriate developmental level. Available OSTE evaluations rate candidate performance as exemplary in instructional episodes.

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

Teacher candidates demonstrate adequate knowledge of a variety of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills at varying literacy levels through written lesson and unit plans. Candidates also create other instructional tools such as writing ports that offer a variety of opportunities to enhance student learning.

Observations of candidates, candidate work samples, and OSTE evaluations provide evidence that teacher candidates demonstrate an adequate ability to use a variety of basic instructional strategies to develop students' critical thinking, problem solving, and performance skills, and an ability to engage students through a variety of language activities (e.g. reading, writing, speaking, listening) and teaching approaches (e.g. small group, whole-class discussion, projects). An observation of a demonstration lesson contained several activities that requires various approaches to student learning of the desired content.

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

Electronic and written work samples as well as interviews with candidates and OSTE provide evidence that candidates demonstrate an adequate knowledge of formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing,

speaking, listening, and viewing. Candidate work samples contain rubrics and other assessment tools that required students to demonstrate their learning in a variety of ways.

Internship and field opportunities allow candidates to demonstrate an adequate ability to use formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing. Candidates are able to model a variety of assessment avenues they experience in their own education. Rubrics, journals, projects, and written work provide evidence that candidates demonstrate and implement verbal communication skills. Interviews provide evidence that candidates are aware of the assessment demands of public schools and prepare students to meet necessary requirements.

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

Candidate work samples, OSTE evaluations, and candidate interviews provide evidence that teacher candidates demonstrate an understanding of reflection and a commitment to their profession. The reflective professional is one of Lewis-Clark State College's seven standards. Candidates are well aware of this standard and are continually found to be reflecting on their own work both in written form and through oral communications. Following a demonstration lesson, a candidate and an OSTE engaged in a reflective conversation that resulted in insights for both. Candidates demonstrate commitment through participation in service learning opportunities, such as judging portfolios at a local junior high.

In a variety of courses throughout the program, candidates demonstrate an adequate ability to engage in reading and writing for professional and personal growth and an awareness of professional organizations and resources for English language arts teachers, such as the National Council of Teachers of English. As evidenced by course syllabi, written work of candidates, and conversations with faculty, students engage in professional discourse through a variety of experiences. Specifically, English 386 introduces students to NCTE and other professional resources that can become tools to students as they continue to develop.

Recommended Action on all Standards:

X	Approved
	Approved Conditionally
	Not Approved

College/University: Lewis-Clark State College Review Dates: April 8-12, 2006

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 create meaningful learning experiences that make these aspects of subject matter meaningful for students.

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

Portfolios; course syllabi; catalog of the required integrated and comprehensive coursework for the degree; interviews with OSTE, candidates, and interns; and observations of classes provide evidence that the program is comprehensive and thorough and candidates possess a strong understanding of health education and physical education and the power of engaging students in identification, learning, and practicing of health and physical education knowledge and skill. The ability of candidates with a B.S. in Kinesiology with K-12 Physical Education and 6-12 Health endorsements to connect and integrate knowledge lends strength to the program and the teaching of the subject matter.

A review of portfolios, course syllabi, and a catalog of the required integrated and comprehensive coursework for the degree; interviews with OSTE, candidates and teachers; and observations of classes at the program and school sites provide evidence that teacher candidates adequately instruct the students about health and physical education enhancing behaviors, recognize the importance of modeling health and physical education enhancing behaviors, and create learning environments that respect and are sensitive to controversial health issues and make physical education meaningful to students. Interns and OSTE stated their belief that the rigor of earning a Kinesiology degree to be endorsed K-12 in PE and 6-12 in Health strengthened the K-12 educational programs in those areas across the state.

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

Lesson plans, the college catalog listing of requirements, and observations of candidates provide evidence that candidates learn and are able to demonstrate adequate understanding of the principles of and strategies for motivating students to participate in physical activity and other health-enhancing behaviors, and the principles of classroom management for safe physical activity and health-enhancing behaviors. School principals indicated they liked the ability of intern's capabilities in working with students.

Course syllabi, lesson plans, and portfolios, and interviews with OSTE and interns provide evidence that teacher candidates demonstrate an ability to introduce, manage, and promote health and physical education enhancing behaviors related to personal and social choices.

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

Candidate portfolios, lesson plans, and program classroom and intern site observations provide evidence that teacher candidates demonstrate an adequate understanding of how to model and use communication skills appropriate to the target audience and the terminology and slang associated with the at-risk behaviors. In discussions with OSTE and principals, it was stated that candidates and interns are well prepared in communication skills and know how to use multiple communication techniques and tools to deliver instruction.

Candidate portfolios, lesson plans, and program classroom and intern site observations provide evidence that teacher candidates demonstrate an adequate ability to create safe and sensitive learning experiences that promote student input, communication, and listening skills that facilitate responsible decision making and alternatives to high-risk behavior. In discussions with OSTE and principals it was stated that candidates and interns are well prepared in communications and know well how to use multiple communication techniques and tools to deliver 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	Unacceptable	Acceptable	Target
7.1 Instructional Planning		X	
Skills in Connection with			
Knowledge of Subject			
Matter and Curriculum			
Goals			

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

The program provides evidence in candidate portfolios, lesson plans, and program classroom and intern site observations that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based on knowledge of health education, students, the community, and curriculum goals. In interviewing the OSTE, they clearly stated the candidates and interns plan lessons well and adapt to classroom changes.

Candidate portfolio and lesson plans; program and intern site observations of the integration of content, application, and health and science of movement; and the observation of student engagement indicate that candidates demonstrate an adequate ability to plan and implement instruction reflective of current health research, trends, and local health policies compatible with community values and acceptable practices. Candidates and interns expressed pride in how the program helped them learn to deal with real life applications of their teaching as well diverse issues in the classroom.

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

Requiring a B.S. degree in kinesiology for a K-12 physical education endorsement and a 6-12 health endorsement, interviews with teacher candidates and interns, and course syllabi defining degree provide evidence that teacher candidates demonstrate an adequate understanding of laws, rules, and codes specific to health education and health services to minors. OSTEs and principals expressed that interns know state and federal rules and laws, as well as the research around healthy living and choices and the value of physical activity.

As described in the HLTH 215-HLTH 457 course syllabi, interviews with OSTEs and candidates, and a review of portfolios, the program provides evidence that teacher candidates demonstrate an adequate ability to engage in appropriate intervention following the identification or disclosure of information of a sensitive nature and/or student involvement in a high-risk behavior.

Recommended Action on all Standards:
X ApprovedApproved ConditionallyNot Approved

College/University: Lewis-Clark State College Review Dates: April 8-12, 2006

Standards Reviewed: Mathematics

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

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

Evidence in samples of candidate work including portfolios, course syllabi, the program's set of professional standards, and interviews demonstrate that teacher candidates possess an adequate understanding of mathematics, as delineated in professional, institutional, state, and national standards, the techniques and applications of statistics and data analysis, and the importance of engaging students in contributing to mathematical content development. The OSTEs and principals indicate the interns from LCSC come well prepared in content.

Candidate lesson plans, evaluations and interviews provide evidence that candidates demonstrate an adequate ability to create learning experiences that make mathematics inquiry, critical analysis, synthesis, and structures meaningful to 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	Unacceptable	Acceptable	Target
4.1 Understanding of		X	
multiple instructional			
strategies			
4.2 Application of		X	
multiple instructional			
strategies			

Portfolio examples, lesson plans, and interviews provide evidence that teacher candidates demonstrate an adequate understanding of a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate, and understand mathematics. Many lesson plan examples provide evidence of a variety of instructional strategies.

Observations of teaching techniques, course syllabi, lesson plans, and examples of completed lessons, including portfolios, provide evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction promoting the use of a variety of mathematical tools and models; problem-solving approaches; and other strategies to investigate, communicate, and

understand mathematics. An intern was observed using multiple instructional strategies and a variety of methods to determine solutions when working with student to solve problems.

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	Unacceptable	Acceptable	Target
11.1 Significant		X	
mathematical connections			
11.2 Application of		X	
mathematical connections			

Examples of real life applications, applied mathematics problems, and cross curricular lesson plans demonstrate that teacher candidates demonstrate an adequate understanding of the interconnectedness between the strands of mathematics and the critical linkages between mathematics and other fields.

Observations, interviews, and portfolios, which illustrate teaching and learning of applied mathematics in higher mathematics courses, provide evidence that teacher candidates demonstrate an adequate ability to create and use learning experiences to help students make connections between the strands of mathematics and mathematics and other disciplines. The OSTEs indicate interns do a good job of connecting mathematics to real life applicable examples and uses.

Recommended	Action	on all	Standards.
recommended	Action	on an	Standards.

X	Approved
	Approved Conditionally
	Not Approved

College/University: Lewis-Clark State College Review Dates: April 8-12, 2006

Standards Reviewed: Physical Education

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

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

Portfolios, course syllabi, a catalog of the required integrated and comprehensive coursework for the degree, interviews, and observations of classes at the program and school sites provide evidence that teacher candidates demonstrate an in-depth understanding of the components of physical fitness and their relationship to health and a healthy lifestyle; appropriate rules, etiquette, instructional cues, and skills for physical fitness activities; cardiopulmonary resuscitation (CPR) and first aid; Adaptive Physical Education and how to work with special and diverse student needs; and the sequencing of motor skills (K-12) and bio-mechanical principles and physiological structures and functions.

Portfolios, course syllabi, catalogue of the required integrated and comprehensive coursework for the degree, interviews, and observations of classes at the program and school sites provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make physical education and health meaningful to students. The ability of candidates with a BS in kinesiology with a K-12 physical education and 6-12 health endorsement to connect and integrate knowledge lends strength to the program and teaching of the subject matter.

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	Unacceptable	Acceptable	Target
2.2 Provide Opportunity		X	
for Development			

The program provides evidence in portfolios, coursework, and observation of the integration of content, application, and the health and science of movement that teacher candidates demonstrate an adequate ability to assess the individual physical activity, movement, and health and fitness levels of students and to make developmentally appropriate adaptations to instruction.

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

The program provides evidence as illustrated in a special education documentation, samples of student work, and candidate portfolios that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning.

Portfolios, lesson plans, observations illustrate that teacher candidates incorporate individual variations to movement and to help students gain competence and confidence.

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

Interviews, portfolios, and observation provide evidence that teacher candidates demonstrate an adequate understanding of how to help students cultivate responsible personal and social behaviors.

Interviews, portfolios and observation provide evidence that teacher candidates demonstrate an adequate ability to promote positive peer relationships and appropriate motivational strategies for participation in physical activity.

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

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

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

Relationships and partnerships as described in the KIN degree requirement; a review of portfolios; and interviews with candidates, interns, and OSTE provide evidence that teacher candidates demonstrate an adequate understanding of strategies to maximize activity time and success and how to expand the curriculum through the use of community resources.

Portfolios; interviews with candidates, interns, and OSTE; and observations provide evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction to maximize activity time and success and to utilize community resources to expand 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	Unacceptable	Acceptable	Target
8.1 Assessment of Student		X	
Learning			
8.2 Using and		X	
Interpreting Program and			
Student Assessment			
Strategies			

Assessment examples, lesson plans, and interviews with OSTE provide evidence that candidates demonstrate an adequate understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical activity, movement, and fitness goals.

Lesson plan examples, observations, portfolios, and interviews indicate that teacher candidates demonstrate an adequate ability to use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical activity, movement, and fitness goals to evaluate student performance and determine program effectiveness. Observations of lessons provide multiple examples of how OSTE allow interns to develop, administer, score, analyze, and appropriately respond to a variety of student assessments.

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

Element	Unacceptable	Acceptable	Target
11.1 Understanding of		X	
Student and Facility			
Safety			

11.2 Creating a Safe	X	
Learning Environment		

Observation of teaching, review of portfolios, and interviews provide evidence that candidates demonstrate an adequate understanding of factors that influence safety in physical activities and their settings and the supervision required. OSTEs and principals stated that the interns they have are very conscious of safety issues and rules.

Observations, review of portfolios, and interviews provide evidence that candidates demonstrate an adequate ability to provide and monitor for a safe learning environment and inform students of the risks associated with physical activities. In observing an intern teaching, safety and review of safety procedures were discussed.

Recommended Action on all Standards:

X	_ Approved
	Approved Conditionally
	Not Approved

College/University: Lewis-Clark State College Review Dates: April 8-12, 2006

Standards Reviewed: Science Foundation Standards

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

Required coursework, Praxis II test data, and candidate interviews indicate that teacher candidates demonstrate an adequate understanding of their science content and the nature of scientific knowledge, and how to articulate the importance of engaging in the process of science.

Portfolios, interviews, and course syllabi provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students through the use of materials and resources that support instructional goals and learning activities, including laboratory exercises, that are consistent with curriculum goals and reflect principles of effective instruction. One example is the SWEET (Summer at WSU Engineering and Experience for Teachers) program. This is a six-week experience where participants use knowledge of subject matter to develop meaningful lessons.

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

Through coursework, internships, and portfolios, the program provides evidence that teacher candidates demonstrate an adequate understanding of the conceptions students are likely to bring to class that can interfere with learning the science.

Through portfolio, lesson plans, observations, and interviews the program provides evidence that teacher candidates demonstrate an adequate ability to carry out activities that facilitate students' conceptual change in science. Videos of lessons contained in candidate e-folios demonstrate not only a candidate's awareness of students' conceptual change in science but also awareness of opportunities to facilitate this knowledge.

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

Coursework requirements, internships, and interviews indicate that teacher candidates demonstrate an adequate understanding of how to apply mathematics and technology to analyze, interpret, and display data.

Lesson plans, and interviews indicate that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, and laboratory/field activities to facilitate students' critical thinking, problem solving, and performance skills. Many e-folio videos as well as interviews indicate candidates exemplify these skills by shadowing students, creating educational designs, and providing lessons that accommodate alternate learning styles. The SWEET (Summer at WSU Engineering and Experience for Teachers) program provides candidates many opportunities to apply their knowledge of multiple instructional strategies.

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

Course syllabi, required coursework, and portfolios provide evidence that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations). Basic coursework requires candidates to demonstrate their learning through modeling, simulation software, and spreadsheets.

Portfolios, interviews, and work samples, indicate that teacher candidates demonstrate an adequate ability to engage students in the use of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations). Portfolios provided examples of candidates' use of lab portfolios, journals, and multi-media presentations to enhance these skills.

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

Required course works, Praxis II data, and candidate evaluations provide evidence that that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science.

Portfolios, interviews, internship requirements provide evidence that teacher candidates demonstrate an adequate ability to use instruction that incorporates an understanding of recent developments in their fields and knowledge of how students learn science, where appropriate. Interviews and course syllabi referred often to NSTA standards and publications. Several e-folio videos demonstrated candidates teaching lessons based upon current issues. Interviews with candidates and OSTE also confirmed that candidates use current issues for their teaching basis.

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

Element	Unacceptable	Acceptable	Target
11.1 Creating a Safe		X	
Learning Environment			

Course syllabi, portfolios, and interviews indicate that teacher candidates demonstrate an adequate ability to model safe practices in classroom and storage area in the following: 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and/or 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals.

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

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

Coursework, interviews with instructors, and portfolios indicate that teacher candidates demonstrate an adequate ability to explain the importance of laboratory/field activities in the learning of science to routinely engage students in experiencing the phenomena they are studying by means of laboratory/field exercises, and to carefully orchestrated demonstrations of the phenomena for larger groups when necessary. Interviews indicate that candidates have a strong ability to distinguish when laboratory/field activities will enhance the learning of their students.

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X	Approved
	Approved Conditionally
	Not Approved

Standards Reviewed: Biology

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

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

Course syllabi, required course work, and portfolios provide evidence that teacher candidates demonstrate adequate of understanding of biology content and the nature of biological knowledge and understand and are able to articulate the importance of engaging in the process of science.

Portfolios, interviews, and work samples provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of biology, tools of inquiry, structure of biological knowledge, and the processes of biology meaningful to students through the use of materials and resources that support instructional goals. Candidates are able to the use learning activities, including laboratory exercises that are consistent with curriculum goals and reflect principles of effective instruction.

Recommended Action on All Standards:

X	_ Approved
	Approved Conditionally
	Not Approved

Standards Reviewed: Chemistry

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

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

Course syllabi, program requirements, and Praxis II data, provides evidence that teacher candidates demonstrate an adequate understanding of chemistry content and the nature of chemical knowledge and understand and are able to articulate the importance of engaging in the process of science.

Portfolio, interviews, and coursework samples provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of chemistry, tools of inquiry, structure of chemical knowledge, and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals; and the ability to use learning activities, including laboratory exercises, that are consistent with curriculum goals and reflect principles of effective instruction.

Recommended Action on All Standards:

X	_ Approved
	Approved Conditionally
	Not Approved

Standards Reviewed: Earth and Space Science

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

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

Required coursework, syllabi, and interviews provide evidence that teacher candidates demonstrate an adequate understanding of earth and space science content and the nature of earth and space science knowledge and understand and are able to articulate the importance of engaging in the process of science.

Interviews, work samples, and portfolios provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of earth and space science, tools of inquiry, and structure of earth and space meaningful to students through the use of materials and resources that support instructional goals and learning activities, including laboratory exercises that are consistent with curriculum goals and reflect principles of effective instruction.

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X	_ Approved
	Approved Conditionally
	Not Approved

Standards Reviewed: Physics

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

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

Course syllabi, Praxis II data, and interviews indicate that teacher candidates demonstrate an adequate understanding of physics content and the nature of physics knowledge and understand and are able to articulate the importance of engaging in the process of science.

Portfolios, lesson plans, and candidate evaluations provide evidence that teacher candidates demonstrate an ability to create learning experiences that make the concepts of physics, tools of inquiry, structure of physics knowledge and the processes of physics meaningful to students through the use of materials and resources that support instructional goals and learning activities, including laboratory exercises that are consistent with curriculum goals and reflect principles of effective instruction.

Recommended Action on all Standards:

X	Approved
	Approved Conditionally
	Not Approved

College/University: <u>Lewis-Clark State College</u> Review Dates: <u>April 8-12, 2006</u>
Program Reviewed: <u>Social Studies</u> Standards Reviewed: <u>Foundation Standards</u>

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

As evidenced by course syllabi, candidate work samples, course instruction, and interviews with an OSTE and a school administrator, candidates demonstrate knowledge of the social science disciplines, including the ways nations and societies have changed over time, and the impact that culture, religion, technology, the quest for equality, and other factors have on historical processes.

Through content specific methods courses, candidates develop lessons that demonstrate adequate ability to create learning experiences that require students to examine the relationships of significant historical concepts and encourage and guide investigation of nations and cultures. Based on a visit to a content course, instructors deliver content in a meaningful way and model effective teaching practices to perspective teacher candidates. The pattern is modeled in candidate work samples. Analysis of units developed and delivered by interns and evidence from interviews with interns and OSTEs provide evidence that students are able to make social studies subject matter meaningful to students. Candidates develop instructional materials for a specific classroom and context and also have a chance to deliver and assess the effectiveness of those materials.

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

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

Course syllabi, candidate work samples, course instruction, and interviews with public school partners provide evidence that teacher candidates demonstrate an adequate understanding of how cultural influences contribute to intellectual, social, and personal development. Elements of awareness appear in instructional products and candidate reflections throughout the program. Unit plans demonstrate an ability to differentiate instruction and tie student learning to desired instructional objectives. OSTE interviews demonstrate a willingness to work with teacher

candidates and no areas of content deficiency were noted. OSTE evaluations routinely described candidates as exemplary, and interviews with OSTE and faculty suggest students receive adequate support if desired standards are not being met in a timely manner.

Community partnerships appear to provide social studies candidates with a variety of opportunities to serve throughout their program. In ED 456 students are invited to design a community service project for use in a social studies class. Teacher candidates demonstrate the ability to provide adequate opportunities to perform community service relevant to the social sciences. As evidenced by work samples, candidates are also invited to participate in professional organizations such as NCSS.

Area of Improvement:

1 Given the choices available to students in social studies concentration areas, it is possible to certify in secondary social studies without a course in geography, economics, or sociology. Courses are available in economics and sociology if students choose to include them in their program. There appears to be an opportunity to include geography through a special topics designation.

Recommended Action on All Standards:

X	Approved
	Approved Conditionally
	Not Approved

Standards Reviewed: Government / Civics

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

Evidence provided through course syllabi, candidate work samples, and OSTE interviews demonstrate an adequate understanding of the foundations and principles of the United States political system; the organization and formation of the United States government and how power and responsibilities are organized, distributed, shared, and limited as defined in the United States Constitution; the significance of United States foreign policy; the role of international relations in shaping the United States political system; an awareness of global perspectives; and the civic responsibilities and rights of all inhabitants of the United States.

Course syllabi, work samples, and OSTE interviews demonstrate candidate ability to create opportunities for students to engage in civic life, politics, and government. One particular project invites candidates to develop a civic action project for use in a social studies classroom.

Recommended Action on All Standards:

X	Approved
	Approved Conditionally
	Not Approved

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

Evidence provided through course syllabi, candidate work samples, and OSTE interviews demonstrate an adequate understanding of historical themes and concepts; the political, social, cultural, and economic development of the United States and the world; how the development of the United States is related to international relations and significant conflicts; and the impact of gender, race, ethnicity, religion, and national origin on history. Visits to several content courses supported the written evidence that candidates are engaged in meaningful learning experiences with contemporary historical themes.

Course syllabi, work samples, OSTE evaluations, and interviews demonstrate an adequate ability to provide opportunities for students to make connections between political, social, and cultural, themes. Candidates demonstrated the ability to connect these themes in lessons and units developed through their methods experiences. OSTE reinforced the notion that candidates were well prepared to provide positive learning experiences to students.

Recommended Action on all Standards:

X	Approved
	Approved Conditionally
	Not Approved

Standards Reviewed: Special Education

The State Program Approval Team was asked by Lewis-Clark State College to review the current special education program. The State Program Approval Team is only charged with analyzing evidence and approving programs in the major discipline areas. The program offered at Lewis-Clark State College provides candidates with a minor in special education and is not in itself offered as a major. For this reason, the State Program Approval Team would not normally review or vote on this program as an approved program. However, a special education minor does allow graduates the opportunity to apply for the state' "exceptional child" endorsement. Therefore, the State Program Approval Team analyzed the evidence provided against the state standards and rubrics for Special Education Foundations and Special Education Generalist in order to provide recommendations to allow Lewis-Clark State College the opportunity to strengthen its current program. For this reason, however, it should be noted that the overall program was not voted upon as approved, approved conditionally, or not approved.

College/University: Lewis-Clark State College
Standards Reviewed: Special Education
Standards Reviewed: Foundation

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

A review of limited data on Praxis II #0353, syllabi, and candidate portfolios; and candidate interviews provides evidence that teacher candidates demonstrate an adequate understanding of the benefits, strengths, and constraints of theories and educational models in special education practice.

A review of limited data on Praxis II #0542, syllabi, candidate portfolios, and candidate products from courses (e.g., alternate assessment assignment, functional behavior assessment, case studies, individualized motivation research project, shadowing project), and candidate interviews provide evidence that teacher candidates demonstrate an adequate ability to communicate the benefits and strengths of theories and education models and to apply them in special education practice.

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

A review of course syllabi, candidate portfolios, case studies, research project and presentations, and an adapting project provides evidence that teacher candidates demonstrate an adequate understanding of how to locate information about characteristics and appropriate supports and services for students with low incidence disabilities and special health care needs.

A review of course syllabi, adapted lesson plans, unit adaptation project assignments, and Individualized Motivation (research project) provides evidence that the teacher candidates demonstrate an adequate ability to individualize expectations and provide support for a student's personal and social behavior.

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

A review of course syllabi and individualized motivation (research project), and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of social/behavioral skills and intervention.

A review of motivation projects and OSTE and candidate interviews provides evidence that teacher candidates demonstrate an adequate ability to integrate social skills development and positive behavioral interventions into the classroom.

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

A review of course syllabi and functional behavior assessments; and candidate interviews, and faculty interviews provide evidence that teacher candidates demonstrate an adequate understanding of techniques of applied behavioral analysis and regulatory and ethical considerations in the use.

A review of functional behavior assessments, individualized motivation research projects, and individualized adaptation, and faculty interviews provides evidence that teacher candidates demonstrate an adequate ability to conduct functional behavior assessments, modify the learning environment, and develop positive behavioral supports based upon the 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	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of		X	
Thinking and			
Communication Skills			

A review of course syllabi, application items (SE 333), and strategies and exhibits package provides evidence that teacher candidates demonstrate an adequate understanding of strategies and techniques that facilitate communication with students with disabilities.

A review of an observation of a recent graduate, OSTE interviews, internship evaluations, adapting projects, and individualized adaptation provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that promote student higher order thinking and communication skills, including listening and speaking, writing, or expression in other media.

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

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning	X	X	
Skills in Connection with	(Second ½ of rubric)	(First ½ of rubric)	
Knowledge of Subject			
Matter and Curriculum			
Goals			
7.2 Instructional Planning	X		
Skills in Connection with			
Students' Needs and			
Community Contexts			

A review of course syllabi and lesson plans; candidate, OSTE, and faculty interviews; and alternative assessment project provide evidence that teacher candidates demonstrate an adequate understanding of about curricula and instruction practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities. Evidence about instruction in self-advocacy and life skills relevant to personal living and participation in school, the community, and employment is very limited.

A review of course syllabi, candidate interviews, and faculty interviews provides little evidence that teacher candidates demonstrate an adequate ability to conduct task analysis to determine student skill levels and to assess student progress. Candidates do not recognize the term, "task analysis"; when prompted they seem to recognize the concept as applied to academic skills, but not with consistent accuracy.

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

A review of course syllabi and candidate portfolios, and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services and the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of students with disabilities.

A review of candidate portfolios, case studies, lesson plans, and internship evaluations provides evidence that teacher candidates demonstrate an adequate ability to use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse

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

A review of course syllabi, candidate portfolios, and case studies, internship evaluations, and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of the roles of students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.

Areas of Improvement:

The program provided insufficient evidence that teacher candidates understand instruction in self-advocacy and life skills relevant to personal living and participation in school, the community, and employment, and in task analysis.

College/University: Lewis-Clark State College Review Dates: April 8-12, 2006
Program Reviewed: Special Education Standards Reviewed: Generalist

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	Unacceptable	Acceptable	Target
1.1 Understanding	X	X	
Subject Matter	(Secondary candidates)	(Elementary Candidates)	

A review of Praxis II #0014 (Elementary Content Knowledge) in elementary/special education candidates' portfolios, course syllabi, assignments for various courses (e.g., cueing systems quizzes, Strategies and Exhibit packet, individual adaptations projects) provides evidence that elementary/special education candidates demonstrate adequate understanding of English language arts, mathematics, and skills necessary for academic success. Evidence is limited for secondary/special education candidates in the area of mathematics.

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

A review of course syllabi, candidate portfolios, the Strategies and Exhibit packet, lesson plans, tutoring reports, adapting project, and individualized adaptations, and OSTE interviews provide evidence that teacher candidates demonstrate adequate understanding of how students learn to read, write, and speak and how such factors influence educational development and instructional decisions.

A review of course syllabi, lesson plans, tutoring reports, adapting project, and individualized adaptations, and faculty interviews provide evidence that teacher candidates demonstrate an adequate ability to use research-supported instructional strategies and practices. Research-supported practice is evident in literacy instruction, but not in practices named in the rubric ("such as functional embedded skills approach, community-based instruction, task analysis").

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	Unacceptable	Acceptable	Target
4.2 Application of		X	
multiple instructional			
strategies			

A review of adapting projects, individualized adaptations, tutoring reports, lesson plans, and course assignments (SE 333), and internship and OST evaluations and an observation of a recent graduate provide evidence that teacher candidates demonstrate an adequate ability to design and implement instructional programs for students with disabilities in classroom settings.

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

A review of course syllabi, functional behavior assessments, individualized motivation research projects, motivation projects, individualized adaptations, and internship evaluations provides evidence that teacher candidates demonstrate adequate knowledge of theories of behavior problems concerning students with disabilities.

A review of individualized motivation research projects, motivation projects, individualized adaptations, and internship evaluations, and candidate and faculty interviews provide evidence that teacher candidates demonstrate an adequate ability to develop and implement a systematic behavior management plan using observation, recording, charting, establishment of timelines, hierarchies of interventions, and schedules of reinforcement.

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

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

A review of course syllabi and interviews of candidates and faculty provide some but limited evidence that teacher candidates demonstrate an adequate ability to design and implement

instructional program that address independent living skills, vocational skills, and career education for students with disabilities. Program documents refer to SE 484 Special Education Internship as a major source of opportunity to demonstrate such skills; however, candidates are not necessarily placed in secondary settings. Candidates placed in elementary settings do not report opportunities to demonstrate this standard.

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

A review of course syllabi and interviews of candidates and faculty provide some but limited evidence that teacher candidates demonstrate an adequate ability to facilitate and conduct assessments related to secondary transition planning, supports, and services; and to adapt and modify ecological inventories, portfolio assessments, functional assessments, and future-based assessments to accommodate the abilities and needs of students with disabilities. Candidates have knowledge about student portfolios and functional behavior assessments. However, candidates report that they do not know very much about secondary transition planning, supports, and services, generally; and evidence about their ability to facilitate and conduct assessments related to secondary transition is limited.

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

Evidence from course syllabi, and candidate portfolios, interview of candidates and faculty provide evidence that teacher candidates demonstrate an adequate understanding of the services, networks, and organizations for individuals with disabilities, including career, vocational, and transition support. Knowledge about career, vocational, and transition support is limited.

Areas of Improvement:

The program provided insufficient evidence that secondary teacher candidates understand English language arts, mathematics, and skills necessary for academic success. The program provided insufficient evidence that secondary teacher candidates are able to demonstrate the

ability to design and implement instructional program that address independent living skills, vocational skills, and career education for students with disabilities; and to facilitate and conduct assessments related to secondary transition planning, supports, and services.

III. INTERVIEW INDEX – LEWIS-CLARK STATE COLLEGE

LCSC Faculty

Wayne Carroll LCSC faculty Shauna Castellaw LCSC faculty Margaret Chavez LCSC faculty Linda Coursey LCSC faculty Michelle Doty LCSC faculty Lana Elliott LCSC faculty Lisa Guzman LCSC faculty Bill Hayne LCSC faculty David Massaro LCSC faculty LCSC faculty Cliff Matousek LCSC faculty Gary Mayton

Bill Montgomery LCSC adjunct faculty

Carol Nelson LCSC faculty
Sue Niewenhous LCSC librarian
Chris Riggs LCSC faculty
Dick Shedd LCSC faculty
Gwen Taylor LCSC faculty
Betsy Van Clief LCSC faculty
Ken Wareham LCSC faculty

LCSC Administration

Trudy Alva Budget Director

Scott Brown Director of Physical plant
Steve Bussolini Director of Admissions
Bill Clouser LCSC division chair

Tony Fernandez Provost

Mary Flores Division Chair

Lori Gaskill Human Resources Director

Lisa Guzman Indian Education Program Director

Andy Hanson Dean of Student Services
Mary Ruth Hassett LCSC division chair

Chet Herbst Director of Strategic Planning

Jann Hill LCSC division chair

Kent Kinyon Controller

Debra Lybyer Career Services Director

Christine Pharr Dean

Petra Riggs Technologist
Ronald Smith Vice President
Craig Steenberg LCSC division chair
Dene Thomas LCSC president

Native American Student Services Director

Local School District Personnel

Judi Akers Linda Anderson Jamie Beck Kelley Berger Dawn Burr Barb Bussolini Clint Call Alex Church Karen Edmundson Lana Einhaus Connie Ellis Karen Forsman Russ Gee Sheri Gehring Sue Gentry

Jan Goodheart **Tony Havens** Sheila Hewett Bonnie Hill Linda Kazda Greg Kramasz Heather Lang Craig Lenzmeier Sue Lohrmeyer Suzanne Marks Dan Leja Meyer Pam Moore LuAnn Nedrow

Joy Rapp Margaret Reeves Charlotte Rodgers Sandee Rodgers Glenn Rotz Sheila Scott Ryan Taylor Janell Teichmer

Carol Ohrtman Sue Pfeifer

Phil Uhlorn Mark Walton

Steve Stroschein

elementary teacher elementary teacher high school teacher high school teacher middle school teacher elementary principal elementary teacher elementary teacher elementary teacher elementary teacher elementary teacher elementary teacher middle school teacher elementary teacher elementary teacher curriculum director elementary teacher elementary teacher middle school teacher middle school teacher elementary principal high school teacher elementary principal elementary teacher elementary teacher

elementary teacher high school teacher elementary teacher school superintendent middle school teacher elementary teacher elementary teacher elementary teacher high school teacher

elementary principal

high school teacher

school assistant superintendent

elementary teacher middle school principal school personnel director

elementary teacher

LCSC Teacher Candidates/Students

Kara Aiken

Darliss Bardwell

Randi Brott

Miles Byber

Travis Cett

Shauna Charles

Sarah Croskey

Andy Daniels

Liz Davenport

Cary Draper

Ann Edens

Joel Evenson

Jenna Goeckner

Bodie Hansen

Hannah Hernandez

Brian Hilt

Christa Hoga

Katie Holthaus

Stephanie Hosey

Salena Hammon

Kendra Keen

Sue Kirking

Derah McFarlan

Callie Manfull

Alissa McCauley

Leah McCauley

Leah McCulley

Michelle Menegas

Misty Main

Erica Ohman

Jodie Parsley

Aleana Reichlin

Jake Ruddell

Liz Rudolph

Kelly Russell

Kaila Ryan

Becky Sander

Alaina Simons

Alaina Stevenson

Zach Stotlard

Kay Stout

John Thomas

Lewis Torres Laura Wenstrom Heidi Wolf

LCSC Alumni

Kristi Caldwell

George Conger

Andrea Dale

Melissa Davis

Amy Flaig

Bill Harris

Lianne Hill

Aaron Jackson

Shannon Kenyon

Alissa McCulley

Christie Packwood

Jodie Parsley

Amy Quarry

Lynn Ridinger

Amy Schumacher

Lindsey Skinner

Cindy Tierney

Maria Valdivia

Tim Weber

Sam Weddle

LCSC Advisory Board

Marilyn Feeney

Thera Follett

Lisa Guzman

Brenda Hardin

Hannah Hernandaz

Steve Kirking

Sue Kirking

Steve Kottkey

Bob Liming

Josie Marshall

Pat McDowell

LuAnn Nedrow

Marcia Ney

Chris Norden

Sue Pfeifer

Margaret Reeves

Charlotte Rodgers

Mark Walton Jim Wilund Rae Wilund Dawn Wittman

Other

Seymour HanflingNW Regional Lab

PROFESSIONAL STANDARDS COMMISSION RECOMMENDATION

TEACHER PREPARATION PROGRAM ON-SITE REVIEW -LEWIS-CLARK STATE COLLEGE PROCESS

- The state team conducted an on-site visit on April 8-12, 2006, to review the teacher preparation program at Lewis-Clark State College.
- Stacey Jensen, National Board Certified elementary teacher, Pocatello, 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, Ms. Jensen, on behalf of the state team, wrote a pertinent team report that was forwarded to the Chair of the Division of Education at Lewis-Clark State College and to the administrator of the Professional Standards Commission.
 - Dr.Jann Hill, Chair of the Division of Education at Lewis-Clark State College, 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 September 15, 2006, meeting reviewed the state report and considered the rejoinder.
 - On September 15, 2006, 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 Lewis-Clark State College.

• The recommendation by the Professional Standards Commission.

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 Lewis-Clark State College, Lewiston, Idaho.
- Below are the elements of the recommendations made by the state team and the Professional Standards Commission.

APPROVED

- The following areas were approved by the Professional Standards Commission as having met the State Board of Education-approved core and enhancement standards at Lewis-Clark State College:
 - Elementary Education
 - English/Language Arts
 - Health
 - Mathematics
 - Physical Education
 - Natural Science
 - Biology
 - Chemistry
 - Earth/Space Science
 - Physics
 - Social Studies
 - History
 - Government/Civics

I. SUBJECT:

Adoption of Curricular Materials for the Content Area of Research Based Reading and Related Instructional Materials

BACKGROUND:

The Administrative Rules of the State Board of Education, IDAPA 08.02.03.128.01 and 128.02 describe the adoption process for curricular materials as an adoption cycle of six (6) years. Curricular materials are defined as "textbook and instructional media including software, audio/visual media and Internet resources" (Idaho Code 33-118A). Idaho is a multiple adoption state. The Curricular Materials Selection Committee is charged with the responsibility to screen, evaluate, and recommend curricular materials for adoption by the State Board of Education.

DISCUSSION:

This year the review for Research Based Reading curricular materials was held September 11-14th. Fifteen content area specialists assisted the 12 standing committee members in the evaluation of the curricular materials.

RECOMMENDATION:

The State Department of Education recommends the adoption of curricular materials as outlined 2006 Research Based Reading Recommendations Book.

BOARD ACTION:

curricular mater	prove the request for addials and related instruction atterials Selection Comm	onal materials as re	U
Moved by	Seconded by	Carried Yes _	No

ATTACHMENTS:

1. 2006 Research Based Reading curricular materials recommendations

2006 Research Based Reading Recommendations

Curricular Materials Adoption Process

THE IDAHO STATE DEPARTMENT OF EDUCATION DR. MARILYN HOWARD STATE SUPERINTENDENT OF PUBLIC INSTRUCTION



INTRODUCTION

The State Curricular Materials Selection Committee is pleased to submit the following materials for your consideration for adoption in the state of Idaho. A 2006 *Special Session* was called for reviewing curricular materials in the subject area of Research Based Reading Comprehensive and Intervention for *Reading First* adopted on an annual basis.

Several of these materials have accompanying electronic instructional media. Others are deliverable via CD-ROM or the Internet.

The Curricular Materials Selection Committee considers their work an important contribution to the educational process in Idaho. This Committee reflects the diversity of Idaho's population both geographically and philosophically. Occasionally the approval of a certain material is not a unanimous decision by the Committee.

1

CURRICULAR MATERIALS ADOPTION PROCEDURES FOR THE STATE OF IDAHO

The Curricular Materials adoption process has its basis in Idaho Code (33-118, 333-118A). It is further defined in the Administrative Rules of the State Board of Education (SBOE), IDAPA 08.02.03, subsection 128.

The Adoption Process in Idaho provides for the continuous review and evaluation of new curricular materials. This process ensures that Idaho schools have quality products available to purchase at a guaranteed low price, and equal availability to all of Idaho's school districts. These materials are screened in order to eliminate any of inferior quality or undesirable content. This process maintains local control in the choice of instruction materials by providing a multiple list of approved materials. The adoption process also provides, through a contract with each publisher, a contract price that is good for the length of the adoption cycle. This ensures quality for each school district and allows for the best materials at the lowest possible price for Idaho's schools.

Idaho adopts materials in the areas of literature, drivers education, science, health, handwriting, mathematics, business education, career education, counseling, social studies, reading, English, applied English, spelling, dictionary, thesaurus, speech, journalism, foreign languages, art, drama, and music, vocational/technical education, business computer applications (adopted annually), limited English proficiency (adopted annually), Research Based Reading (adopted annually)

Materials are adopted in Idaho on a six-year rotating schedule. Publishers have an additional two years after the regular adoption year to submit new copyrights for a particular content area, allowing each content area submissions for a total of three years. The intent of the adoption process is to generally approve all materials meeting the established criteria and to reject those items that are unsuitable for use in the designated subject area.

Schools are required to select curricular materials from the state multiple-adoption list. Deviation points are subtracted from the school's accreditation report if this is not followed. Materials that serve as supplements to the core curricular materials do not have to be selected from the adoption listings.

Schools may submit a waiver to the Executive Secretary of the Committee requesting to use materials that do not appear in the Adoption Guide. Local school boards must approve this request <u>prior</u> to sending it to the Executive Secretary of the Committee. Requests are granted for new copyrights not currently under adoption, or materials not submitted to the Selection Committee for consideration. No requests are granted for any materials denied by the Selection Committee nor for old copyrights.

Curricular Materials Adoption Procedures (continued)

There are advantages to adopting curricular materials at the state level:

- Contract prices are adhered to for six years, which saves money for the schools.
- Publishers are required to lower the price to Idaho if they lower it to any other state after the contract has been signed.
- Most textbook publishers maintain inventory at the state depository, Caxton Printers, which reduces delivery time and shipping costs.
- Contracts help ensure adopted materials will be available for the life of the contract (6 years).
- Materials are screened for quality and textbooks are required to meet <u>Textbook</u> <u>Manufacturing Standards and Specifications</u> as well as organization, vocabulary and graphic presentation.
- Materials are screened for fair representation on such issues as environment and industry.
- Instructional materials are screened and thoroughly reviewed by subject area experts to ensure that essential elements are covered.
- Any materials reflecting adversely upon individuals or groups due to race, ethnicity, class, gender, or religion are not approved.
- Small school districts are guaranteed of getting the same textbooks and complementary materials as larger school systems.

Curricular materials in Idaho are defined as textbooks and instructional media including software, audio/visual media and Internet resources (Idaho Code 33-118A). Idaho is a multiple adoption state and adopts a number of materials in a designated subject area from a variety of publishing companies. This is consistent with the belief that a variety of materials has value and usefulness to the schools.

The Curricular Materials Selection Committee, which is appointed by the SBOE, has the responsibility of overseeing the adoption process for the state. The Executive Secretary to this Committee is an employee of the State Department of Education (SDE).

The membership on the 19-member Selection Committee consists of:

- one representative from each of the state's four colleges of education
- one secondary administrator
- one elementary administrator
- two secondary teachers
- two elementary teachers
- one district school board member
- one representative from private/parochial schools
- three parent representatives
- one member who is not a public school educator nor trustee
- one content area specialist from the SDE
- one representative from the Division of Professional-Technical Education.
- the Executive Secretary

Curricular Materials Adoption Procedures (continued)

All members are appointed by the SBOE for a five-year term with the exception of the SDE content coordinator and the representative from Professional-Technical Education who serve for one year. Current Committee members are listed in this publication.

The Committee, assisted by reading specialists from throughout the state, met for one week in September to review and correlate all materials to the *Reading First* and Research Based Reading Standards. The Committee votes on the materials and those recommended are forwarded to the SBOE for official adoption for Idaho Schools. All meetings of the Committee are open to the public.

Following formal adoption (October, 2006), contracts are mailed to the publishing companies (October, 2006). After the return of signed contracts, the listing of newly adopted materials, is published by December 1, 2006 in the annual Adoption Guide found on the Internet at http://www.sde.idaho.gov/instruct/Curriculum/.

A state curriculum library is maintained at the SDE as required by Idaho Code 118A. Adopted materials are housed in this library and available to the public. In addition, seven (7) Regional Centers maintain libraries of adopted materials that are available to the public as well as college students and local schools. The Regional Centers are located as follows:

N.L. Terteling Library Albertson College of Idaho Caldwell, Idaho

Albertson Library Boise State University Boise, Idaho

David O. McKay Library Brigham Young University-Idaho Rexburg, Idaho

Instructional Materials Center Idaho State University Pocatello, Idaho Curriculum Library Lewis-Clark State College Lewiston, Idaho

Riley Library Northwest Nazarene University Nampa, Idaho

Instructional Materials Technology Center University of Idaho Moscow, Idaho

Citizens of Idaho may request the Committee to reconsider any material under adoption. A form titled *Textbook Adoption Process: Request for Reconsideration of Materials* is available from the SDE. The Committee considers all requests and maintains the right to either recommend continued adoption or removal of materials from the adopted list.

Idaho STATE CURRICULAR MATERIALS SELECTION COMMITTEE COMMITTEE MEMBERS LIST AS OF JUNE, 2006

Sally Harris State Div. of Voc-Tech Education PO Box 83720 Boise ID 83720-0095	Rose Rettig, Reading First Director State Department of Education PO Box 83720 Boise ID 83720-0027	Nancy Swanger Trustee Troy School District 337 Big Meadow Road Troy Idaho 83871
Judith Walling Elementary Teacher Eagle Middle School 1000 W Floating Feather Eagle ID 83616	Dr. Bruce Roberts, Asst Supt. Bonneville School Dist. 3497 North Ammon Road Idaho Falls, ID 83401-1301	Stacey Jensen Elementary Teacher Edahow Elementary School 2020 Pocatello Creek Road Pocatello, ID 83201
Dr. William Medlin, Parent Representative. PO Box 8493 Moscow ID 83843	Janice Burkholder Parent Representative Boise State University 1910 University Drive Boise, ID 83725	Darlene Matson Dyer, Secondary Teacher Wood River High School 950 Fox Acres Road Hailey, ID 83333.
George Grant, Assistant Superintendent Vallivue School District #139 5207 S. Montana Ave. Caldwell ID 83607	Dr. John Davis College of Education ED 405B University of Idaho Moscow ID 83844	Dr. David Squires College of Education Idaho State University #62 381 Box 8059 Pocatello ID 83209
Norma Jeanne Wellman, Idaho PTA 3831 W. Park Creek Drive Meridian ID 83642	Daniel Makely Diacese of Boise Catholic Schools 303 Federal Way Boise ID 83705	Kathy Hurley Parent Representative 3392 S Ashbury Place Boise ID 83706
	Val Fenske, Executive Secretary Curriculum & Technology Center 650 West State Street, B-25 Boise ID 83702	

2006 Curricular Materials Research Based Reading Recommendations

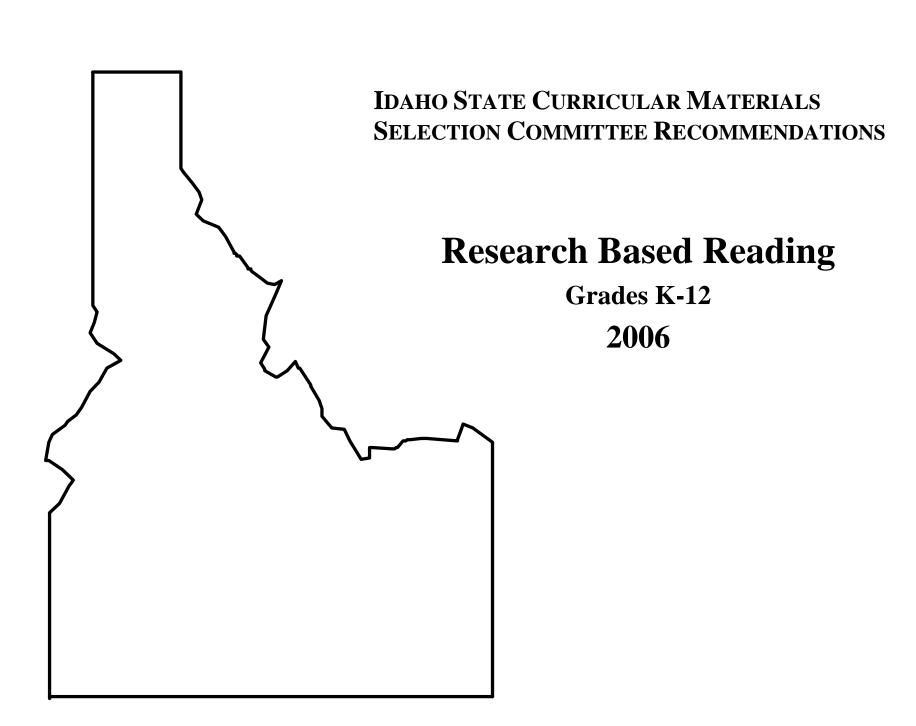
Curricular Materials Recommendations - Annual Adoptions

It was moved by <u>Kathy Hurley</u>, seconded by <u>Janice Burkholder</u>, and carried that the curricular materials listed and marked as approved in the Subject Area for the *Research Based Reading* materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

Adjournment

Motion for adjournment was made by Norma Jeanne Wellman, seconded by Unanimous Vote, and carried to adjourn the meeting on September 14, 2006.

Respectfully submitted, Val Fenske Executive Secretary



Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt School	HARCOURT TROPHIES, Kindergarten Program	Beck, et al	2005, 2007 Edition	K	015340066-8	*See Note
Publishers	Big Book Collection (package of 14 titles) (included in K Pro	015332129-6	-			
Annual -2006	Big Book Audiotext Collection (package of 14 titles) (included in K Program) Big Book Audiotext Collection (package of 14 titles) (included in K Program)					-
	Teacher's Edition Collection (included in K Program)					
	ePlanner with Teacher Pages, 1 year access	015339731-4 015347325-8				
	Letters and Sounds Place Mat (included in K Program)	015347323-8				
	Little Book Collection (1 each of 14 titles) (included in K Pro	015332130-X				
	Phonics Practice Book (included in K Program)	015325777-6				
	Phonics Practice Book Copying Masters (included in K Program)	015325777-0				
	Independent Readers Collection (1 each of 35 titles) (include	015325468-8				
	Music CD	015326466-7				
	Oo-pples and Boo-noo-noos Package: Songs and Activities	015325786-5				
	Letter and Sound Charts (included in K Program)	015313428-3				
	Letter and Sound Chart Sentence Strip Collection K (included in K Program)					
	Intervention Resource Kit					
	Intervention Teacher's Guide	015326225-7 015329346-2				
	Intervention Practice Book	015329344-6				
	Intervention Practice Book, Teacher's Edition	015329345-4				
	Alphabet Masters	015332127-X				
	Picture Cards for Intervention	015332128-8				
	Intervention Game Boards	015326237-0				
	Magnetic Letters (included in K Program)	015309030-8				
	Write-On/Wipe-off Boards with Phonemic Awareness Disks	015315006-8				
	Write-On/Wipe-off Boards with Phonemic Awareness Disks, D'Nealian Handwriting Models (included in K Program)					
	Tactile Letter Cards (included in K Program)	015314476-9				
	Word Builder (package of 5) (included in K Program)	015309024-3				
	Word Builder Cards (included in K Program)	015315000-9				
	Practice Book Collection (1 each of 12 titles) (included in k	015325080-1				
	Complete Set Practice Book Collection (12 copies each of 1	015332213-6				
	Decoding and Word Recognition Assessments	015340340-3				
	Assessment Handbook (included in K Program)	015325776-8				
	English-Language Learners Resource Kit	015326516-7				
	English-Language Learners, Teacher's Guide	015329331-4				
	English-Language Learners Big Book	015329343-8				
	Pre-decodable/Decodable Books Collection (1 copy each of	015323766-X				

Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt	Harcourt Trophies, Kindergarten Program (Cor					
School	Pre-Decodable Book, First Day at School (package of 5)					1
Publishers	Pre-Decodable Book, Where's My Teddy? (package of 5)	015329517-1				
Annual -2006	Pre-Decodable Book, Pet Day (package of 5)]
	Pre-Decodable Book, My Bus (package of 5)					1
	Pre-Decodable Book, The Party (package of 5)]
	Pre-Decodable Book, The Salad (package of 5)	015329524-4	1			
	Pre-Decodable Book, I Am (package of 5)	015329525-2]			
	Pre-Decodable Book, The Mat (package of 5)	015329526-0	1			
	Pre-Decodable Book, We Go (package of 5)				015329527-9	1
	Pre-Decodable Book, I Nap (package of 5)				015329528-7	
	Pre-Decodable Book, Tap, Tap, Tap (package of 5)	015329532-5	1			
	Pre-Decodable Book, The Park (package of 5)				015329533-3	1
	Pre-Decodable Book, Sit On My Chair (package of 5)				015329534-1	1
	Pre-Decodable Book, My Pig (package of 5)				015329535-X	Ī
	Pre-Decodable Book, I Have, You Have (package of 5)				015329536-8	1
	Pre-Decodable Book, Soup (package of 5)				015329537-6	1
	Pre-Decodable Book, The Dig (package of 5)				015329538-4	1
	Decodable Book, Kip the Ant (package of 5)				015329539-2	1
	Decodable Book, The Big Ram (package of 5)				015329540-6	1
	Decodable Book, What Can Hop? (package of 5)				015329541-4	1
	Decodable Book, I Can See It! (package of 5)				015329543-0	1
	Decodable Book, What Is in the Box? (package of 5)				015329544-9	1
	Decodable Book, Hop on Top (package of 5)	015329545-7				
	Decodable Book, A Big, Big Van (package of 5)				015329546-5	1
	Decodable Book, Come In (package of 5)				015329547-3	1
	Decodable Book, Hop In! (package of 5)				015329548-1	1
	Decodable Book, Is It for Me? (package of 5)				015329549-X	1
	Decodable Book, We Can Fix (package of 5)				015329550-3	1
	Decodable Book, A Hat I Like (package of 5)				015329551-1	1
	Decodable Book, Little Cat, Big Cat (package of 5)				015329552-X	
	Decodable Book, But I Can (package of 5)				015329605-4	
	Decodable Book, Up, Up, Up (package of 5)				015329606-2	1
	Decodable Book, Is It a Fish? (package of 5)				015329607-0	
	Decodable Book, It Is Fun (package of 5)				015329608-9	
	Decodable Book, A Bug Can Tug (package of 5)				015329609-7	
	Decodable Book, Sid Hid (package of 5)	015329610-0	1			

Committee Recommendation 2006

Research Based Reading
*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt	Harcourt Trophies, Kindergarten Program (Co	ontinued)				
School	Decodable Book, In a Sub (package of 5)	•			015329611-9	1
Publishers	Pre-decodable/Decodable Books, Take-Home Version				015325442-4	
Annual -2006	Big Book of Rhymes and Songs				015325401-7	1
	Read-Aloud Anthology				015313420-8	1
	Alphabet Books Collection (1 copy each of 26 titles)				015329256-3	
	Alphabet Books, Aa (package of 5)	015329290-3	1			
	Alphabet Books, Bb (package of 5)	015329291-1				
	Alphabet Books, Cc (package of 5)	015329292-X	1			
	Alphabet Books, Dd (package of 5)				015329294-6	
	Alphabet Books, Ee (package of 5)				015329295-4]
	Alphabet Books, Ff (package of 5)	015329296-2				
	Alphabet Books, Gg (package of 5)	015329297-0	1			
	Alphabet Books, Hh (package of 5)				015329298-9	
	Alphabet Books, li (package of 5)				015329299-7]
	Alphabet Books, Jj (package of 5)				015329300-4	
	Alphabet Books, Kk (package of 5)				015329301-2	1
	Alphabet Books, LI (package of 5)				015329302-0	1
	Alphabet Books, Mm (package of 5)				015329304-7	1
	Alphabet Books, Nn (package of 5)				015329305-5]
	Alphabet Books, Oo (package of 5)				015329306-3	1
	Alphabet Books, Pp (package of 5)				015329307-1]
	Alphabet Books, Qq (package of 5)				015329308-X	1
	Alphabet Books, Rr (package of 5)				015329309-8	
	Alphabet Books, Ss (package of 5)				015329310-1	1
	Alphabet Books, Tt (package of 5)				015329311-X	
	Alphabet Books, Uu (package of 5)				015329312-8	
	Alphabet Books, Vv (package of 5)				015329314-4	
	Alphabet Books, Ww (package of 5)				015329315-2	
	Alphabet Books, Xx (package of 5)				015329316-0]
	Alphabet Books, Yy (package of 5)]
	Alphabet Books, Zz (package of 5)					
	Library Book Collection (1 copy each of 24 titles)]
	Big Alphabet Cards				015313425-9]
	Big Alphabet Cards: D'Nealian				015326167-6]
	Picture Cards/Picture Word Cards				015313426-7	
	Teacher's Resource Book				015326467-5	1

Research Based Reading
*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt	Harcourt Trophies, Kindergarten Program	(Continued)				
School	Alphabet Cards	,			015309023-5	
Publishers	High-Frequency Word Cards				015326469-1	1
Annual -2006	Suggestions for Classroom Management]
	K-2 Literacy Assessment Package (includes 16 little books and Teacher Guide)]
	K-2 Literary Assessment Teacher Guide	015348723-2	1			
	Writer's Companion: Support and Practice for Writing, T	015349531-6	1			
	Professional Development for Reading An Overview of Reading Instruction for Teachers, Administrators, and Parents Pkg					1
	Professional Development for Reading An Overview of Reading Instruction for Teachers, Administrators, and Parents, Participant Guide					1
	Professional Development for Reading, Teaching Phonemic Awareness Package					1
	Professional Development for Reading, Teaching Phone				015338356-9	1
	Professional Development for Reading, Teaching Phonic	·			015338368-2	1
	Professional Development for Reading, Teaching Phonic	cs, Participant Guide			015338357-7	
	Professional Development for Reading, Teaching Vocab				015338372-0	
	Professional Development for Reading, Teaching Vocab				015338361-5	
	Professional Development for Reading, Teaching Text C				015338374-7	
	Professional Development for Reading, Teaching Text Comprehension, Participant Guide					1
	Professional Development for Reading, Assessment to Inform Instruction Package					1
	Professional Development for Reading, Assessment to Inform Instruction Participant Guide					1
Harcourt	Harcourt Trophies, Grade One	Beck, et al	2005, 2007	1		**
School	' '	, i	Edition			*See Note
Publishers	Student Edition, Guess Who, Level 1-1				015339776-4	1
Annual -2006	Student Edition, Catch a Dream, Level 1-2				015339777-2	1
	Student Edition, Here and There, Level 1-3				015339778-0	1
	Student Edition, Time Together, Level 1-4				015339779-9]
	Student Edition, Gather Around, Level 1-5				015339781-0]
	Big Book, All I Am				015313367-8]
	Big Book, Sometimes				015310806-1	
	Big Book, Let's Go Visiting				015313369-4	
	Big Book, Ten Dogs in the Window					
	Big Book, Sweet Dreams: How Animals Sleep					
	Big Book, Where Does the Brown Bear Go?					1
	Big Book, From Head to Toe					1
	Big Book, Little White Dog					_
	Big Book, On a Hot, Hot Day					
	Big Book, Hattie and the Fox				015310811-8	4
	Big Book, To Market, To Market Big Book, I Swam with a Seal				015313377-5 015313378-3	4

Research Based Reading
*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt	Harcourt Trophies, Grade One (Continued)					
School	Big Book Collection (1 each of 12 titles)				015327354-2	1
Publishers	Big Book Audiotext Collection				015332558-5	1
Annual -2006	Little Book Collection (1 each of 12 titles)					1
Aiiiuai -2000	Teacher Edition Collection (includes 5 Teacher Editions)					
	ePlanner with Teacher Pages, 1 year access					1
	Audiotext CD Collection	015348640-6	1			
	Practice Book, Volume 1	015323504-7	1			
	Practice Book, Volume 2					1
	Practice Book, Teacher's Edition, Volume 1					1
	Practice Book, Teacher's Edition, Volume 2					1
	Extra Support Copying Masters	015323506-3				
	Challenge Copying Masters				015323509-8	1
	English-Language Learners Copying Masters	015325057-7	1			
	Library Books Collection (1 copy each of 12 titles with Teache	er Guide)			015329240-7	1
	Library Book, Have You Seen My Cat? (package of 5)					1
	Library Book, Happy Birthday (package of 5)	015319221-6	1			
	Library Book, Sid and Sam (package of 5)				015319222-4	1
	Library Book, Biscuit (package of 5)				015319223-2	
	Library Book, Big Brown Bear (package of 5)				015319224-0	1
	Library Book, Shoe Town (package of 5)				015319225-9	1
	Library Book, Ask Mr. Bear (package of 5)				015319226-7	1
	Library Book, Leon and Bob (package of 5)				015319227-5	1
	Library Book, Fire Fighters (package of 5)				015319228-3	1
	Library Book, Little Fox Goes to the End of the World (packag	e of 5)			015319229-1	1
	Library Book, The Big Dipper (package of 5)				015319230-5	7
	Library Book, Peeping and Sleeping (package of 5)				015319231-3	
	Library Books, Teacher's Guide (separately)				015326181-1	1
	Alphabet Masters				015332127-X	1
	Picture Cards for Intervention				015332128-8	1
	Intervention Game Boards				015326237-0	7
	Tactile Letter Cards				015314476-9	7
	Phonics Practice Book				015313559-X	7
	Phonics Practice Book Copying Masters				015320909-7	
	Writer's Companion: Support and Practice for Writing, Teacher	er Edition			015349532-4]
	Decodable Books Collection (1 copy each of 34 titles)				015323767-8]
	Decodable Book Collection Take-Home Version (Copying Mas	sters) (2 volumes that include all 34 titles)			015326714-3	7
	Below-Level Books Collection (1 copy each of 34 titles)				015325510-2	
	Below-Level Books Collection (5 copies each of 34 titles)				015334000-2]
	On-Level Books Collection (1 copy each of 34 titles)				015325516-1]
	On-Level Books Collection (5 copies each of 34 titles)				015334006-1	7

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Research Based Reading
*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt	Harcourt Trophies, Grade One (Continued)					
School	Advanced-Level Books Collection (1 copy each of 34 titles)				015325522-6	
Publishers	Advanced-Level Books Collection (5 copies each of 34 titles)			015334012-6	
Annual -2006	Books For All Learners Teacher Guide					
Miliuai -2000	Big Book of Rhymes				015335746-0 015325502-1	
	Oo-pples and Boo-noo-noos Package: Songs and Activities for Phonemic Awareness, Second Edition with CD					
	Picture Cards					1
	Word Builder (package of 5)					1
	Word Builder Cards				015315000-9	
	Letter and Word Cards				015326169-2	
	Spelling Practice Book				015323498-9	
	Spelling Practice Book, Teacher Edition				015323550-0	
	Read-Aloud Anthology					
	Suggestions for Classroom Management					1
	Language Handbook (consumable)					1
	Language Handbook, Teacher Guide					
	Standardized Test Prep Book for Reading and Language Arts Standardized Test Prep Book for Reading and Language Arts Teacher Edition					
						Ī
	Oral Reading Fluency Assessment				015340967-3	
	K-2 Literacy Assessment Package (includes 16 little books a	and Teacher Guide)			015348709-7	
	K-2 Literary Assessment Teacher Guide	·			015348723-2	1
	Teaching Charts				015337838-7	1
	Teaching Transparencies				015325069-0	1
	Teaching Transparencies for Language Arts				015334086-X	Ī
	Decoding and Word Recognition Assessment				015337423-3	
	Holistic Assessment Level 1-1 (package of 12)				015332133-4	
	Holistic Assessment Level 1-2 (package of 12)				015332134-2	
	Holistic Assessment Level 1-3 (package of 12)				015332135-0	1
	Holistic Assessment Level 1-4 (package of 12)				015332136-9	1
	Holistic Assessment Level 1-5 (package of 12)				015332137-7	1
	Holistic Assessment Teacher Edition				015325159-X	
	Beginning-of-Year Reading and Language Skills Assessmen	nt (package of 12)			015342850-3	
	Beginning-of-Year Reading and Language Skills Assessmen	nt Teacher Guide			015342276-9	
	Placement and Diagnostic Assessments				015326177-3	1
	Reading and Language Skills Assessment Level 1-1 (pretest & posttest) (package of 12)					
	Reading and Language Skills Assessment Level 1-2 (pretest & posttest) (package of 12)					
	Reading and Language Skills Assessment Level 1-3 (pretest & posttest & mid-year test) (package of 12)					1
	Reading and Language Skills Assessment Level 1-4 (pretest & posttest (package of 12)					1
	Reading and Language Skills Assessment Level 1-5 (pretes		of 12)		015332165-2 015332174-1	
	Reading and Language Skills Assessment Teacher Edition					
	Intervention Resource Kit					1

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Research Based Reading
*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt	Harcourt Trophies, Grade One (Continue	(k				
School	Intervention Teacher Guide	•			015326512-4	
Publishers	Intervention Practice Book				015326513-2	
Annual -2006	Intervention Practice Book, Teacher Edition				015326514-0	
Allitual -2000	Intervention Game Board				015326237-0	
	Intervention Assessment Book				015326515-9	
	Alphabet Masters				015332127-X	
	Word Builder (package of 5)				015309024-3	
	Word Builder Cards				015315000-9	
	Alphabet/Phonics Cards				015315001-7	
	Alphabet/Phonics Cards, D'Nealian		015326470-5			
	Picture Cards for Intervention		015332128-8			
	Tactile Letter Cards	015314476-9				
	English-Language Learners Book Collection (1 copy ea	015325504-8				
	English-Language Learners Books Collection (package	015333994-2				
	English-Language Learners Resource Kit	015326517-5				
	English-Language Learners Teacher Guide		015329334-9			
	Dry-erase Board				015329330-6	
	Harcourt School Publishers Online Assessment (1 year	access)			015341916-4	
	Grammar Jingles CD, Primary	·			015320264-5	
	Grammar Jingles Copying Masters, Primary				015322045-7	
	Professional Development for Reading				015338355-0	
	Professional Development for Reading, Teaching Phon	emic Awareness Package			015338367-4	
	Professional Development for Reading, Teaching Phon	emic Awareness, Participant Guide			015338356-9	
	Professional Development for Reading, Teaching Phon				015338369-0	
	Professional Development for Reading, Teaching Phon				015338358-5	
	Professional Development for Reading, Teaching Voca	bulary Package			015338372-0	
	Professional Development for Reading, Teaching Voca	bulary, Participant Guide			015338361-5	
	Professional Development for Reading, Teaching Fluer	icy Package			015338371-2	
	Professional Development for Reading, Teaching Fluer	ncy, Participant Guide			015338360-7	
	Professional Development for Reading, Teaching Text	Comprehension Package			015338374-7	
Harcourt	Harcourt Trophies,	Beck, et al	2005, 2007	2		*See Note
School	Grade Two		See Note			
Publishers	Key Features:					
Annual -2006	Student Edition, Just for You, Level 2-1					
	Student Edition, Banner Days, Level 2-2					1
	Teacher Edition Collection (includes 6 Teacher Editions)				015339783-7 015339741-1	
	ePlanner with Teacher Pages (1 year renewable access)				015347327-4	
	Audiotext CD Collection				015348647-3	
	Practice Book, Level 2-1					1

Research Based Reading
*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt	Harcourt Trophies, Grade Two (Continued)					
School	Practice Book, Level 2-2				015323511-X	Ī
Publishers	Practice Book, Teacher Edition, Level 2-1				015323513-6	j
Annual -2006	Practice Book, Teacher Edition, Level 2-2				015323514-4	j
Allitual -2000	Extra Support Copying Masters					1
	Challenge Copying Masters					1
	English-Language Learners Copying Masters					1
	Library Books Collection (1 copy each of 12 titles with Teacher Guide)					1
	Library Book, Who's Who in My Family? (package of 5)]
	Library Book, For Pete's Sake (package of 5)]
	Library Book, The Rooster Who Went to His Uncle's Wedding (package of 5)					1
	Library Book, Amelia Bedelia Helps Out (package of 5)					1
	Library Book, Flowers, Fruits, Seeds (package of 5)				015319255-0	1
	Library Book, Pablo's Tree (package of 5)				015319273-9	1
	Library Book, The Puddle Pail (package of 5)				015319259-3	1
	Library Book, There's a Dragon in My Sleeping Bag (packag	e of 5)			015319257-7	1
	Library Book, The Leaving Morning (package of 5)	015319261-5	1			
	Library Book, The Little Painter of Sabana Grande (package				015319260-7]
	Library Book, Grandpa Takes Me to the Moon (package of 5)			015319262-3	1
	Library Book, Out of the Ocean (package of 5)				015319263-1]
	Library Books, Teacher Guide				015326182-X]
	Phonics Practice Book				015315212-5]
	Phonics Practice Book Copying Master				015320910-0]
	Writer's Companion: Support and Practice for Writing				015349062-4	
	Writer's Companion: Support and Practice for Writing, Teac	her Edition			015349533-2]
	Decodable Books Collection (1 copy each of 20 titles)				015323768-6	
	Decodable Books Take-Home Version (Copying Masters) (2	volumes of all 20 titles)			015326768-2	
	Below-Level Books Collection (1 copy each of 30 titles)				015325511-0]
	Below-Level Books Collection (5 copies each of 30 titles)				015334001-0]
	On-Level Books Collection (1 copy each of 30 titles)				015325517-X	
	On-Level Books Collection (5 copies each of 30 titles)				015334007-X	
	Advanced-Level Books Collection (1 copy each of 30 titles)				015325523-4	
	Advanced-Level Books Collection (5 copies each of 30 titles)			015334013-4	
	Books For All Learners, Teacher Guide				015335747-9	1
	Big Book of Rhymes				015325503-X	
	Word Builder (package of 5)				015309024-3	
	Word Builder Cards				015315000-9]
	Spelling Practice Book				015323499-7	
	Spelling Practice Book, Teacher Edition				015323551-9]
	Read-Aloud Anthology				015314996-5	
	Suggestions for Classroom Management				015348993-6]

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Research Based Reading
*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt	Harcourt Trophies, Grade Two (Continued)					
School	Language Handbook					Ī
Publishers	Language Handbook Answer Key				015325064-X 015326161-7	j
Annual -2006	Standardized Test Prep Books for Reading and Language Arts					j
Miliuai -2000	Standardized Test Prep Books for Reading and Language A	rts Teacher Edition			015320930-5	1
	Oral Reading Fluency Assessment]
	K-2 Literacy Assessment Package (includes 16 little books and Teacher Guide)]
	K-2 Literary Assessment Teacher Guide]
	Teaching Transparencies				015325070-4	
	Teaching Transparencies for Language Arts					
	Decoding and Word Recognition Assessments				015340341-1]
	Holistic Assessment Level 2-1 (3 packages of 12; 1 package per theme)					
	Holistic Assessment Level 2-2 (3 packages of 12; 1 package per theme)]
	Holistic Assessment Teacher Edition]
	Beginning-of-Year Reading and Language Skills Assessment (package of 12)					
	Beginning-of-Year Reading and Language Arts Assessment	ing-of-Year Reading and Language Arts Assessment ,Teacher Guide				
	Placement and Diagnostic Assessments				015326178-1	
	Phonics Student Cards				015311502-5	
	Reading and Language Skills Assessment Level 2-1 (pretes				015332175-X	
	Reading and Language Skills Assessment Level 2-2 (pretes	t & posttest & end-of-year test) (package of	12)		015332183-0	
	Reading and Language Skills Assessment Teacher Edition				015324962-5	
	Intervention Resource Kit				015326227-3	
	Intervention Reader, Sounds of Sunshine				015325339-8	
	Intervention Teacher Guide				015325344-4	
	Intervention Practice Book				015326145-5	
	Intervention Practice Book, Teacher Edition				015326150-1	
	Intervention Skills Card				015326232-X	
	Intervention Game Board				015326238-9	
	Intervention Assessment Book				015326155-2	
	English-Language Learners Books Collection (1 each of 30				015325505-6	<u> </u>
	English-Language Learners Books Collection (package of 5	copies each of 30 titles)			015333995-0	
	English-Language Learners Resource Kit				015326518-3	
	English-Language Learners Teacher Guide				015329335-7	
	Dry-erase Board				015329330-6	
	Harcourt School Publishers Online Assessment (1 year rene	ewable access)			015341917-2	<u> </u>
	Grammar Jingles CD, Primary				015320264-5 015322045-7	<u> </u>
	Grammar Jingles Copying Masters, Primary					<u> </u>
	Professional Development for Reading					
	Professional Development for Reading				015338355-0 015338370-4	_
	Professional Development for Reading, Teaching Phonics Package					
	Professional Development for Reading, Teaching Phonics, F	Participant Guide			015338359-3	

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Research Based Reading
*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt	Harcourt Trophies, Grade Two (Continue	d)				
School	Professional Development for Reading, Teaching Voca				015338372-0	
Publishers	Professional Development for Reading, Teaching Voca	bulary, Participant Guide			015338361-5	
Annual -2006	Professional Development for Reading, Teaching Fluer				015338371-2	
Aimaai 2000	Professional Development for Reading, Teaching Fluer	015338360-7				
	Professional Development for Reading, Teaching Text	015338375-5				
	Professional Development for Reading, Teaching Text	015338364-X				
	Professional Development for Reading, Assessment to				015338376-3	
	Professional Development for Reading, Assessment to	Inform Instruction, Participant Guide			015338365-8	
Harcourt School	Harcourt Trophies, Grade Three	Beck, et al	2005, 2007 Edition	3		*See Note
Publishers Annual -2006	Note: Professional Development Series is very valuable Key Features:	e to this program.				
	Student Edition, Changing Patterns, Level 3-1				015339784-5	
	Student Edition, On Your Mark, Level 3-2	015339786-1	1			
	Teacher Edition Collection (includes 6 Teacher Editions	015339748-9				
	ePlanner with Teacher Pages (1 year renewable access)					
	Audiotext CD Collection					
	Practice Book, Level 3-1	015323516-0				
	Practice Book, Level 3-2	015323517-9				
	Practice Book, Teacher Edition, Level 3-1				015323519-5	
	Practice Book, Teacher Edition, Level 3-2				015323520-9	
	Extra Support Copying Masters				015323518-7	
	Challenge Copying Masters				015323521-7	
	English-Language Learners Copying Masters				015325059-3	1
	Library Books Collection (1 copy each of 12 titles with 1	eacher Guide)			015329242-3	<u> </u>
	Library Book, Frida María (package of 5)				015319276-3	1
	Library Book, Julian's Glorious Summer (package of 5)				015319277-1	
	Library Book, My Horse of the North (package of 5)				015319278-X	1
	Library Book, Ibis, a True Whale Story (package of 5) Library Book, Ramona Quimby, Age 8 (package of 5)				015319279-8 015319280-1	1
					015319280-1 015319281-X	_
	Library Book, Making Friends (package of 5)					1
	Library Book, The Wave (package of 5) Library Book, What Do Authors Do? (package of 5)					1
	Library Book, Mama Provi and the Pot of Rice (package of 5)					1
	Library Book, Cam Jansen and the Triceratops Pops Mystery (package of 5)					1
	Library Book, Cam Jansen and the Triceratops Pops Mystery (package of 5) Library Book, Earth: Our Planet in Space (package of 5)					†
	Library Book, Jordi's Star (package of 5)	<u> </u>			015319286-0 015319287-9	†
	Library Books, Teacher Guide (separately)				015326183-8	†
	Phonics Practice Book, Intermediate				015315213-3	1

Research Based Reading
*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt	Harcourt Trophies, Grade Three (Continued)					
School	Phonics Practice Book Coping Masters, Intermediate				015320911-9	
Publishers	Writer's Companion: Support and Practice for Writing		015349063-2			
Annual -2006	Writer's Companion: Support and Practice for Writing, Teac	her Edition			015349534-0	
Ailiuai -2000	Below-Level Books Collection (1 copy each of 30 titles)				015325512-9	
	Below-Level Books Collection (5 copies each of 30 titles)					
	On-Level Books Collection (1 copy each of 30 titles)					
	On-Level Books Collection (5 copies each of 30 titles)					
	Advanced-Level Books Collection (1 copy each of 30 titles)					
	Advanced-Level Books Collection (5 copies each of 30 titles)			015334014-2 015335748-7	
	Books For All Learners Teacher Guide					
	Spelling Practice Book					
	Spelling Practice Book, Teacher Edition				015323552-7	
	Suggestions for Classroom Management				015348994-4	
	Language Handbook				015325065-8	
	Language Handbook Answer Key				015326162-5	
	Standardized Test Prep Books for Reading and Language A	rts			015321229-2	
	Standardized Test Prep Books for Reading and Language A	rts, Teacher Edition			015320931-3	
	Oral Reading Fluency Assessment				015340967-3	
	Teaching Transparencies				015325071-2	
	Teaching Transparencies for Language Arts				015334088-6	
	Holistic Assessment Level 3-1 (3 packages of 12; 1 package	per theme)			015332140-7	
	Holistic Assessment Level 3-2 (3 packages of 12; 1 package	per theme)Holistic Assessment Tea	acher Edition		015332141-5	
	Holistic Assessment Teacher Edition				015325161-1	
	Beginning-of-Year Reading and Language Skills Assessmer				015342852-X	
	Beginning-of-Year Reading and Language Skills Assessmer	nt Teacher Edition			015342278-5	
	Placement and Diagnostic Assessment				015326179-X	
	Reading and Language Skills Assessment Level 3-1 (pretes	t & posttest & mid-year test) (packag	e of 12)		015332184-9	
	Intervention Reader, Bright Surprises				015325340-1	
	Reading and Language Skills Assessment Grade 3-2 (pretes	st & posttest & end-of-year test per t	heme		015332200-4	
	Reading and Language Skills Assessment Teacher Edition				015324963-3	
	Intervention Resource Kit				015326228-1	
	Intervention Teacher Guide				015325345-2	
	Intervention Practice Book				015326146-3	
	Intervention Practice Book, Teacher Edition				015326151-X]
	Intervention Skills Cards				015326233-8]
	Intervention Game Boards				015326238-9	
	English-Language Learners Book Collection (1 each of 30 tit	les)			015325506-4	
	English-Language Learners Book Collection (5 copies each				015333996-9	
	English-Language Learners Resource Kit				015326519-1 015329336-5	_
	English-Language Learners Teacher Guide					

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Research Based Reading
*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt	Harcourt Trophies, Grade Three (Continued)					
School	Dry-erase Board				015329330-6	
Publishers	Harcourt School Publishers Online Assessment (1 year rene	wable access)			015341918-0	
Annual -2006	Grammar Jingles CD, Intermediate	015320265-3				
	Grammar Jingles Copying Masters	015322046-5				
	Professional Development for Reading	015338366-6				
	Professional Development for Reading				015338355-0	
	Professional Development for Reading, Teaching Phonics P				015338370-4 015338359-3	
	Professional Development for Reading, Teaching Phonics, Participant Guide					
	Professional Development for Reading, Teaching Vocabular				015338373-9	
	Professional Development for Reading, Teaching Vocabular				015338362-3	
	Professional Development for Reading, Teaching Fluency P				015338371-2	
	Professional Development for Reading, Teaching Fluency, F				015338360-7	
	Professional Development for Reading, Teaching Text Comp	orehension Package			015338375-5	
	Professional Development for Reading, Teaching Text Com	orehension, Participant Guide			015338364-X	
	Professional Development for Reading, Assessment to Inform Instruction Package					
	Professional Development for Reading, Assessment to Infor	m Instruction, Participant Guide			015338365-8	
/lacmillan /	Macmillan/McGraw-Hill Treasures, A	Shanahan, et al	2007	K	0-02-193806-7	
/IcGraw-Hill	Reading / Language Arts Program:	·				*See Note
Annual -2006	Kindergarten System					
	Teacher Edition Package (10 Unit Teacher's Editions)		L		0-02-193773-7	_
	Teacher's Edition, Smart Start, Unit 1				0-02-196932-9	
	Teacher's Edition, Unit 2				0-02-192181-4	
	Teacher's Edition, Unit 3				0-02-192182-2	
	Teacher's Edition, Unit 4				0-02-192183-0	
	Teacher's Edition, Unit 5				0-02-192184-9	1
	Teacher's Edition, Unit 6				0-02-192185-7	1
	Teacher's Edition, Unit 7				0-02-192186-5	
	Teacher's Edition, Unit 8				0-02-192187-3	1
	Teacher's Edition, Unit 9				0-02-192188-1	1
	Teacher's Edition, Unit 10				0-02-192189-X	1
	Student Activity Book Package (11 books)	0-02-193781-8				
	Student Activity Book, Smart Start-Readiness					1
	Student Activity Book, Unit 1					
	Student Activity Book, Unit 2					
	Student Activity Book, Unit 3					
	Student Activity Book, Unit 4					
	Student Activity Book, Unit 5				0-02-192109-1 0-02-192111-3	
	Student Activity Book, Unit 6				0-02-192112-1	
	Student Activity Book, Unit 7				0-02-192113-X	i

Research Based Reading
*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan /	Macmillan/McGraw-Hill Treasures, A Reading /	Language Arts Program:	Kindergarten Syste	n		
McGraw-Hill	(Continued)		-			
Annual -2006	Student Activity Book, Unit 8				0-02-192114-8	
	Student Activity Book, Unit 9				0-02-192115-6	
	Student Activity Book, Unit 10				0-02-192116-4	
	Big Book of Exploration Package (Set of 2)				0-02-193765-6	
	Big Book of Exploration, Volume 1				0-02-192191-1	1
	Big Book of Exploration, Volume 2				0-02-192192-X	1
	Literature Big Book Package (Set of 22)				0-02-193762-1	1
	Read-Aloud Trade Book Package (1 each of 11 titles)				0-02-193764-8	1
	Retelling Cards Package (Set of 2)				0-02-193987-X	1
	Retelling Cards, Part A (Units 1-5)				0-02-193795-8	1
	Retelling Cards, Part B (Units 6-10)				0-02-193794-X	
	Home-School Connection				0-02-193918-7	-
	Practice Book				0-02-193627-7	1
	Practice Book Teacher's Annotated Edition				0-02-193902-0	-
	Teacher's Resource Book				0-02-193911-X	
	Sing, Talk, and Rhyme Chart				0-02-192014-1	
	Assessment Handbook				0-02-193951-9	
	Screening, Diagnostic, Placement Assessment				0-02-193928-4	
	Unit And Benchmark Assessments Blackline Masters				0-02-193929-2	-
	Read-Aloud Anthology				0-02-192023-0	-
	Small Letter Cards				0-02-193992-6	-
	Photo Cards				0-02-193979-9	-
	Puppet				0-02-193993-4	_
	Large Alphabet and Sound/Spelling Cards				0-02-193999-3	-
	Small Alphabet and Sound/Spelling Cards				0-02-194001-0	-
	Sound Boxes (Package of 6)				0-02-193996-9	_
	Decodable Reader Library (6 each of 30 titles)				0-02-193816-4	-
	Leveled Reader Library: On-Level (6 each of 30 titles)				0-02-195288-4	1
	Listening Library CD's – Core Selections				0-02-194404-0	1
	Decodable Reader Package (1 each of 30 titles) (Alternate form	nat)			0-02-193815-6	_
	Leveled Reader Package: On-Level (1 each of 30 titles) (Altern				0-02-195287-6	-
	Listening Library CD's – On-Level Leveled Readers (Alternate				0-02-194348-6	1
	Leveled Reader Package: Approaching (1 each of 30 titles)				0-02-195253-1	1
	Leveled Reader Library: Approaching (6 each of 30 titles) (Alter	rnate format)			0-02-195254-X	1
	Listening Library CD's – Approaching Leveled Readers (Alterna				0-02-194341-9	1
	Leveled Reader Package: Beyond (1 each of 30 titles)				0-02-195323-6	1
	Leveled Reader Library: Beyond (6 each of 30 titles) (Alternate	format)			0-02-195324-4	1
	Listening Library CD's – Beyond Leveled Readers (Alternate format)					†

Research Based Reading
*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan /	Macmillan/McGraw-Hill Treasures, A Readin	g / Language Arts Program	: Kindergarten Syst	em		
McGraw-Hill	(Continued)		9			
Annual -2006	Leveled Reader Package: ELL (1 each of 30 titles)				0-02-196682-6	1
	Leveled Reader Library: ELL (6 each of 30 titles) (Alternate	0-02-196683-4	1			
	Listening Library CD's – ELL Readers (Alternate format)	0-02-196277-4	1			
	ELL Teacher's Guide with Blackline Masters				0-02-194078-9	1
	Large Letter Cards				0-02-193991-8	Ī
	High Frequency Word Cards					1
	Letter Tiles					1
	Punctuation Cards					1
	Unit Assessment (10-Packs for Units 1-10) (Alternate form	0-02-196666-4	1			
	Benchmark Assessment- Forms A and B (Alternate format	0-02-196674-5	1			
	Running Records and Benchmark Books (Package of 30)	0-02-196931-0				
	ELL Practice/Assessment Blackline Masters	0-02-194086-X	1			
	Reading Triumphs: An Intervention Program	0-02-192151-2	1			
	Treasure Chest for English Language Learners				0-02-193868-7	1
	Leveled Reader Library				0-02-193785-0]
	Listening Library CD's – Intervention Anthology					
	Instructional Navigator eTE CD-ROM (Alternate format)				0-02-197036-X]
/lacmillan /	Macmillan/McGraw-Hill Treasures, A	Shanahan, et al	2007	1		*See Note
/IcGraw-Hill	Reading / Language Arts Program					See Note
nnual -2006	Student Book, Unit 1				0-02-192001-X	
	Student Book, Unit 2				0-02-192002-8	j
	Student Book, Unit 3				0-02-192003-6	1
	Student Book, Unit 4				0-02-192004-4	1
	Student Book, Unit 5-6				0-02-192005-2	1
	Listening Library CD's – Core Selections (Alternate format)				0-02-194405-9	
	StudentWorks on CD-ROM (Alternate format)				0-02-194366-4]
	Teacher Edition Package (6 Units)				0-02-193774-5]
	Unit 1 Teacher's Edition				0-02-196933-7]
	Unit 2 Teacher's Edition				0-02-192327-2	
	Unit 3 Teacher's Edition	0-02-192328-0				
	Unit 4 Teacher's Edition	0-02-192329-9 0-02-192331-0				
	Unit 5 Teacher's Edition					_
	Unit 6 Teacher's Edition					<u> </u>
	Instructional Navigator eTE CD-ROM (Alternate format)					_
	Teacher's Resource Package (including):					_
	Read-Aloud Anthology		· · · · · · · · · · · · · · · · · · ·		0-02-192024-9 0-02-193919-5	<u> </u>
		Home-School Connection				
	Teacher's Resource Book				0-02-193912-8	

Research Based Reading
*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan /	Macmillan/McGraw-Hill Treasures, A Reading	g / Language Arts Program:	Grade 1 (Continued)		
McGraw-Hill	Practice Book Blackline Masters: Approaching					1
Annual -2006	Practice Book Blackline Masters: On-Level					j
	Practice Book Blackline Masters: Beyond					
	Practice Book Blackline Masters: Teacher's Annotated Edition					1
	Grammar Practice Book Teacher's Annotated Edition					j
	Spelling Practice Book Teacher's Annotated Edition					j
	Start Smart Practice Book					1
	Screening, Diagnostic, Placement Assessment					1
	Unit And Benchmark Assessments Blackline Masters				0-02-193931-4	1
	Weekly Assessments Blackline Masters					
	Fluency Assessments]
	Assessment Handbook				0-02-193951-9]
	Running Records and Benchmark Books (Package of 30)				0-02-196931-0	
	Benchmark Running Records					
	Benchmark Books (Package of 30)					
	Literature Big Book Package (Set of 16)					
		eveled Reader Package: Approaching (1 each of 30 titles)				
	Leveled Reader Library: Approaching (6 each of 30 titles) (A	/			0-02-195361-9	
	Listening Library CD's – Approaching Leveled Readers (Alte	ernate format)			0-02-194342-7	
	Leveled Reader Package: On-Level (1 each of 30 titles)				0-02-195395-3	
	Leveled Reader Library: On-Level (6 each of 30 titles) (Alter				0-02-195396-1	
	Listening Library CD's – On-Level Leveled Readers (Alterna	ate format)			0-02-194349-4	
	Leveled Reader Package: Beyond (1 each of 30 titles)				0-02-195431-3	
	Leveled Reader Library: Beyond (6 each of 30 titles) (Alternative				0-02-195432-1	_
	Listening Library CD's – Beyond Leveled Readers (Alternate	e format)			0-02-194357-5	_
	Leveled Reader Package: ELL (1 each of 30 titles)				0-02-196717-2	
	Leveled Reader Library: ELL (6 each of 30 titles) (Alternate	format)			0-02-196718-0	
	Listening Library CD's – ELL Readers (Alternate format)				0-02-196278-2	
	Decodable Reader Package (1 each of 6 titles)				0-02-193851-2	
	Decodable Reader Library (6 each of 6 titles) (Alternate form				0-02-193852-0	
	Classroom Library Trade Books Package (1 each of 18 titles	s)			0-02-193766-4	
	Intervention Anthology (Set of 2)				0-02-193761-3	<u> </u>
	Listening Library CD's - Intervention Anthology (Alternate fo	ormat)			0-02-194419-9	1
	Retelling Cards Package (Set of 2)				0-02-193988-8	1
	Retelling Cards, Part 1 (Units 1-3)				0-02-193795-8	1
	Retelling Cards, Part 2 (Units 4-6)				0-02-193794-X	1
	Workstation Flip Charts (Set of 4)				0-02-195239-6	1
	Workstation Flip Chart: Reading				0-02-193965-9	
	Workstation Flip Chart: Writing				0-02-194805-4	

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comprehensive	<u> </u>					Grades K-
Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan /	Macmillan/McGraw-Hill Treasures, A Readi	ng / Language Arts Program	: Grade 1 (Continued	d)		
McGraw-Hill	Workstation Flip Chart: Word Work		•	•	0-02-194806-2	1
Annual -2006	Workstation Flip Chart: Science/Social Studies					1
	Teaching Transparencies: Comprehension/Study Skills					1
	Daily Language Practice/Phonics Transparency Book					1
	Teaching Transparencies: Writing/Writing Process					1
	Teaching Transparencies: Graphic Organizers/Fluency					
	Vocabulary/Vocabulary Strategy/Grammar Transparency Book					
	ELL Teacher Guide With Blackline Masters					
	Vocabulary Word Cards (Includes High Frequency Words)					
	Grammar Practice Book Student Edition	0-02-193899-7	_			
	Spelling Practice Book Student Edition	0-02-193926-8				
	Benchmark Assessment – Forms A and B (Alternate form	0-02-196675-3				
	ELL Practice/Assessment Blackline Masters	0-02-194087-8 0-02-197022-X				
	Weekly and Unit Assessment Student Edition (Units 1-6) (Alternate format)					
	Unit Assessment (10-Packs for Units 1-10) (Alternate format)					_
	Reading Triumphs: An Intervention Program					
	Treasure Chest for English Language Learners					_
	Leveled Reader Library	0-02-193786-9	_			
	Fluency Solutions	0-02-194412-1	_			
	Progress Reporter CD-ROM	0-02-194379-6 0-02-194399-0	4			
	Phonics: New Adventure with Buggles and Beezy Stand-Alone					4
	Phonics: New Adventure with Buggles and Beezy Netwo	<u>'</u>	1	T _	0-02-194401-6	
Macmillan / McGraw-Hill	Macmillan/McGraw-Hill Treasures, A	Shanahan, et al	2007	2		*See Note
	Reading/Language Arts Program				0.00.400000.0	4
Annual -2006	Student Book, Book 1 Student Book, Book 2				0-02-192006-0 0-02-192007-9	4
	Listening Library CD's – Core Selections (Alternate forma	4\			0-02-192007-9	4
	StudentWorks on CD-ROM (Alternate format)	ι)			0-02-194367-2	4
	Teacher Edition Package (6 Units)				0-02-194367-2	4
					0-02-193775-3	+
	Unit 1 Teacher's Edition					+
	Unit 2 Teacher's Edition Unit 3 Teacher's Edition					+
	Unit 4 Teacher's Edition					+
	Unit 5 Teacher's Edition					1
	Unit 6 Teacher's Edition					╡
	Instructional Navigator eTE CD-ROM (Alternate format)					╡
	Teacher's Resource Package (including):					╡
	Read-Aloud Anthology				0-02-193809-1 0-02-192025-7	╡
	Home-School Connection				0-02-193921-7	1

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Research Based Reading
*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan /	Macmillan/McGraw-Hill Treasures, A Reading					
McGraw-Hill	Teacher's Resource Book					
Annual -2006	Practice Book Blackline Masters: Approaching					
	Practice Book Blackline Masters: On-Level					
	Practice Book Blackline Masters: Beyond					
	Practice Book Blackline Masters: Teacher's Annotated Edition					
	Grammar Practice Book Teacher's Annotated Edition					
	Spelling Practice Book Teacher's Annotated Edition					
	Screening, Diagnostic, Placement Assessment					
	Unit And Benchmark Assessments Blackline Masters					
	Weekly Assessments Blackline Masters					
	Fluency Assessments					
	Assessment Handbook	0-02-193944-6 0-02-193951-9				
	Running Records and Benchmark Books (Package of 30)					
	Benchmark Running Records					
	Benchmark Books (Package of 30)					
	Leveled Reader Package: Approaching (1 each of 30 titles)					
	Leveled Reader Library: Approaching (6 each of 30 titles) (Alternate format)					
	Listening Library CD's – Approaching Leveled Readers (Alternate format)					
	Leveled Reader Package: On-Level (1 each of 30 titles)	,			0-02-195503-4	
	Leveled Reader Library: On-Level (6 each of 30 titles) (Alter	nate format)			0-02-195504-2	
	Listening Library CD's - On-Level Leveled Readers (Alterna	te format)			0-02-194351-6	
	Leveled Reader Package: Beyond (1 each of 30 titles)				0-02-195538-7	
	Leveled Reader Library: Beyond (6 each of 30 titles) (Alternative Control of the	ate format)			0-02-195539-5	
	Listening Library CD's - Beyond Leveled Readers (Alternate	e format)			0-02-194358-3	
	Leveled Reader Package: ELL (1 each of 30 titles)	·			0-02-196753-9	
	Leveled Reader Library: ELL (6 each of 30 titles) (Alternate	format)			0-02-196754-7	
	Listening Library CD's – ELL Readers (Alternate format)	,			0-02-196279-0	
	Decodable Reader Package (1 each of 6 titles)				0-02-193859-8	
	Decodable Reader Library (6 each of 6 titles)				0-02-193861-X	
	Classroom Library Trade Books Package (1 each of 18 titles	s)			0-02-193767-2	
	Intervention Anthology	•			0-02-192017-6	
	Listening Library CD's – Intervention Anthology (Alternate fo	rmat)			0-02-194421-0	
	Retelling Cards Package (Set of 2)				0-02-193989-6	
	Retelling Cards, Part 1 (Units 1-3)					
	Retelling Cards, Part 2 (Units 4-6)					
	Workstation Flip Charts (Set of 4)				0-02-195241-8	
	Workstation Flip Chart: Reading					
	Workstation Flip Chart: Writing				0-02-194808-9	
	Workstation Flip Chart: Word Work				0-02-194809-7	

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Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan /	Macmillan/McGraw-Hill Treasures, A Reading					
McGraw-Hill	Workstation Flip Chart: Science/Social Studies	0-02-194811-9				
Annual -2006	Teaching Transparencies: Comprehension/Study Skills				0-02-194797-X]
	Teaching Transparencies: Daily Language Practice				0-02-194015-0	
	Teaching Transparencies: Writing/Writing Process				0-02-194027-4	1
	Teaching Transparencies: Graphic Organizers/Fluency				0-02-194034-7	1
	Teaching Transparencies: Vocabulary/Vocabulary Strategy	0-02-194008-8	1			
	Teaching Transparencies: Grammar	0-02-194045-2	1			
	ELL Teacher Guide With Blackline Masters	0-02-194081-9	1			
	Vocabulary Word Cards	0-02-193974-8	1			
	Grammar Practice Book Student Edition	0-02-193601-3				
	Spelling Practice Book Student Edition	0-02-193635-8	1			
	Benchmark Assessment – Forms A and B (Alternate format	0-02-196676-1	1			
	ELL Practice/Assessment Blackline Masters	0-02-194088-6	1			
	Weekly and Unit Assessment Student Edition (Units 1-6) (Al	0-02-197023-8	1			
	Unit Assessment (10-Packs for Units 1-10) (Alternate format)					1
	Triumphs: An Intervention Program					1
	Treasure Chest For ELL					1
	Leveled Reader Library	0-02-193871-7 0-02-193787-7	1			
	Fluency Solutions	0-02-194413-X	1			
	Progress Reporter CD-ROM	0-02-194381-8	1			
Macmillan /	Macmillan/McGraw-Hill Treasures, A	Shanahan, et al	2007	3		*See Note
McGraw-Hill	Reading/Language Arts Program	,				See Note
Annual -2006	Student Book, Book 1	1	1	· L	0-02-192007-7	1
	Student Book, Book 2				0-02-192009-5	1
	Listening Library CD's – Core Selections (Alternate format)				0-02-194407-5	1
	StudentWorks on CD-ROM (Alternate format)				0-02-194368-0	
	Teacher Edition Package (6 Units)				0-02-193776-1	1
	Unit 1 Teacher's Edition				0-02-196935-3	1
	Unit 2 Teacher's Edition				0-02-192776-6	1
	Unit 3 Teacher's Edition				0-02-192777-4	†
	Unit 4 Teacher's Edition		0-02-192778-2	1		
	Unit 5 Teacher's Edition	0-02-192779-0	1			
	Unit 6 Teacher's Edition					
	Instructional Navigator eTE CD-ROM (Alternate format)					
	Teacher's Resource Package (including):					
	Read-Aloud Anthology					
	Home-School Connection					
	Teacher's Resource Book					
	Practice Book Blackline Masters: Approaching				0-02-193914-4 0-02-193615-3	┪

Research Based Reading
*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan /	Macmillan/McGraw-Hill Treasures, A Reading					
McGraw-Hill	Practice Book Blackline Masters: On-Level					
Annual -2006	Practice Book Blackline Masters: Beyond]
	Practice Book Blackline Masters: Teacher's Annotated Edition					1
	Grammar Practice Book Teacher's Annotated Edition]
	Spelling Practice Book Teacher's Annotated Edition]
	Screening, Diagnostic, Placement Assessment]
	Unit And Benchmark Assessments Blackline Masters					
	Weekly Assessments Blackline Masters					
	Fluency Assessments					
	Assessment Handbook	0-02-193951-9				
	Running Records and Benchmark Books (Package of 30)	0-02-196931-0]			
	Benchmark Running Records	0-02-193958-6]			
	Benchmark Books (Package of 30)	0-02-195249-3				
	Leveled Reader Package: Approaching (1 each of 30 titles)	0-02-195575-1	1			
	Leveled Reader Library: Approaching (6 each of 30 titles) (Alternate format)					1
	Listening Library CD's – Approaching Leveled Readers					1
	Leveled Reader Package: On-Level (1 each of 30 titles)					1
	Leveled Reader Library: On-Level (6 each of 30 titles) (Alter	nate format)			0-02-195611-1 0-02-195612-X	1
	Listening Library CD's – On-Level Leveled Readers (Alterna				0-02-194352-4	
	Leveled Reader Package: Beyond (1 each of 30 titles)				0-02-195646-4	1
	Leveled Reader Library: Beyond (6 each of 30 titles) (Alternative	ate format)			0-02-195647-2	1
	Listening Library CD's – Beyond Leveled Readers (Alternate	e format)			0-02-194359-1	1
	Leveled Reader Package: ELL (1 each of 30 titles)	,			0-02-196788-1	j
	Leveled Reader Library: ELL (6 each of 30 titles) (Alternate	format)			0-02-196789-X	1
	Listening Library CD's – ELL Readers (Alternate format)	·			0-02-196281-2]
	Classroom Library Trade Books Package (1 each of 18 titles	6)			0-02-193768-0]
	Intervention Anthology				0-02-192018-4	1
	Listening Library CD's - Intervention Anthology (Alternate fo	rmat)			0-02-194422-9]
	Workstation Flip Charts (Set of 4)				0-02-195242-6]
	Workstation Flip Chart: Reading				0-02-193967-5	
	Workstation Flip Chart: Writing				0-02-194812-7	_
	Workstation Flip Chart: Word Work				0-02-194813-5	_
	Workstation Flip Chart: Science/Social Studies					_
	Teaching Transparencies: Comprehension/Study Skills					
	Teaching Transparencies: Daily Language Practice				0-02-194016-9 0-02-194028-2	
	Teaching Transparencies: Writing/Writing Process	Teaching Transparencies: Writing/Writing Process				
	Teaching Transparencies: Graphic Organizers/Fluency			·	0-02-194035-5	_
	Teaching Transparencies: Vocabulary/Vocabulary Strategy				0-02-194009-6	

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Research Based Reading Annual **Grades K-3**

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan /	Macmillan/McGraw-Hill Treasures, A Reading	/ Language Arts Program: Grad	de 3 (Continued)		
McGraw-Hill	Teaching Transparencies: Grammar		•	,	0-02-194046-0	
Annual -2006	ELL Teacher Guide with Blackline Masters				0-02-194082-7	
	Vocabulary Word Cards				0-02-193975-6	
	Grammar Practice Book Student Edition					
	Spelling Practice Book Student Edition					
	Benchmark Assessment – Forms A and B (Alternate format)					
	ELL Practice/Assessment Blackline Masters					
	Weekly and Unit Assessment Student Edition (Units 1-6) (Alt	ternate format)			0-02-197024-6	
	Unit Assessment (10-Packs for Units 1-10) (Alternate format)			0-02-196669-9	
	Reading Triumphs: An Intervention Program				0-02-192154-7	
	Treasure Chest for English Language Learners				0-02-193872-5	
	Leveled Reader Library				0-02-193788-5	
	Fluency Solutions				0-02-194414-8	
	Progress Reporter CD-ROM					
	Vocabulary Puzzlemaker					
	Phonics: Adventure with Buggles and Beezy Stand-Alone				0-02-194402-4	
	Phonics: Adventure with Buggles and Beezy Network (Alter	nate format)			0-02-194403-2	

Research Based Reading Annual Grades 4-12

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation			
Harcourt School	Harcourt Trophies, Grade Four Student Edition, Lead the Way	Beck, et al	2005, 2007 Edition	4	015339787-X	*See Note			
Publishers Annual -2006	Note: Professional Development Series is very valuable to the Key Features:								
	Teacher Edition Collection (includes 6 Teacher Editions)	015339755-1	1						
	ePlanner with Teacher Pages (1 year renewable access)				015347329-0	Ī			
	Audiotext CD Collection								
	Practice Book	015323522-5]						
	Practice Book, Teacher Edition	015323524-1]						
	Extra Support Copying Masters	015323523-3	1						
	Challenge Copying Masters				015323525-X]			
	English-Language Learners Copying Masters				015325060-7	1			
	Library Books Collection (1 copy each of 12 titles with Teach	ner Guide)			015329245-8	j			
	Library Book, Under the Lemon Moon (package of 5)	015319305-0	1						
	Library Book, Kate Shelley and the Midnight Express (packa	015319300-X	1						
	Library Book, Can We Be Friends? Nature's Partners (packa	015319310-7	1						
	Library Book, The Canada Geese Quilt (package of 5)					j 			
	Library Book, Stealing Home (package of 5)								
	Library Book, Skylark (package of 5)								
	Library Book, A Llama in the Family (package of 5)	015319302-6 015319322-0	1						
	Library Book, Nothing Ever Happens on 90 th Street (package of 5)								
	Library Book, Lucita Comes Home to Oaxaca (package of 5)			015319306-9 015319304-2	1			
	Library Book, Celebrating the Powwow (package of 5)				015319309-3	1			
	Library Book, Flute's Journey (package of 5)				015319311-5	†			
	Library Book, The Down and Up Fall (package of 5)				015319308-5	1			
	Library Books, Teacher Guide				015326184-6	1			
	Phonics Practice Book, Intermediate				015315213-3	1			
	Phonics Practice Book Copying Masters, Intermediate				015320911-9	1			
	Writer's Companion: Support and Practice for Writing				015349064-0	1			
	Writer's Companion: Support and Practice for Writing, Teach	her Edition			015349535-9	┪			
	Below-Level Books Collection (1 copy each of 30 titles)	nor Edition			015325513-7	┪			
	Below-Level Books Collection (5 copies each of 30 titles)				015334003-7	┪			
	On-Level Books Collection (1 copy each of 30 titles)				015325519-6	1			
	On-Level Books Collection (5 copies each of 30 titles)				015334009-6	1			
	Advanced-Level Books Collection (1 copy each of 30 titles)				015325525-0	†			
	Advanced-Level Books Collection (1 copy each of 30 titles) Advanced-Level Books Collection (5 copies each of 30 titles))			015334015-0	-			
	Books For All Learners Teacher Guide	<i>J</i>			015335749-5	1			
	Spelling Practice Book				015323501-2	1			
	Spelling Practice Book, Teacher Edition				015323553-5	 			
	Suggestions for Classroom Management				015323553-5				
	Language Handbook				015346995-2				
	Language Handbook Language Handbook Answer Key				015325066-6				

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Research Based Reading
*Correlation to: "Idaho's Research Based Reading Requirements grades 4-12

Research Based Reading Annual Grades 4-12

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt	Harcourt Trophies, Grade Four Student Edition,	Lead the Way (Continued)				
School	Standardized Test Prep Books for Reading and Language Arts	, , , , , , , , , , , , , , , , , , , ,			015321230-6	
Publishers	Standardized Test Prep Books for Reading and Language Arts To	eacher Edition			015320932-1	
Annual -2006	Oral Reading Fluency Assessment				015340967-3 015325072-0	
	Teaching Transparencies					
	Teaching Transparencies for Language Arts					
	Holistic Assessment (6 packages of 12; 1 package per theme)				015332142-3	
	Holistic Assessment Teacher Edition				015325162-X 015342853-8	
	Beginning-of-Year Reading and Language Skills Assessment (package of 12)					
	Beginning-of-Year Reading and Language Skills Assessment Teacher Edition					
	Placement and Diagnostic Assessment					
	Reading and Language Skills Assessment					
	Reading and Language Skills Assessment Teacher Edition	015324964-1				
	Intervention Resource Kit	015326229-X				
	Intervention Reader, Moving Ahead	015325341-X				
	Intervention Reader, Teacher Guide					
	Intervention Practice Book				015326147-1	
	Intervention Practice Book Teacher Edition				015326152-8	
	Intervention Skills Cards				015326234-6	
	Intervention Game Boards				015326239-7	
	Intervention Assessment Book				015326157-9	
	English-Language Learners Book Collection (1 each of 30 titles)				015325507-2	
	English-Language Learners Book Collection (5 copies each of 3	0 titles)			015333997-7	
	English-Language Learners Resource Kit				015326520-5	
	English-Language Learners Teacher Guide				015329337-3	
	Grammar Jingles Copying Masters, Intermediate				015322046-5	
	Professional Development for Reading				015338366-6	
	Professional Development for Reading				015338355-0	
	Professional Development for Reading, Teaching Phonics Packa	ge			015338370-4	
	Professional Development for Reading, Teaching Phonics, Partic	ipant Guide			015338359-3	
	Professional Development for Reading, Teaching Vocabulary Page	ckage			015338373-9	
	Professional Development for Reading, Teaching Vocabulary, Pa	rticipant Guide			015338362-3	
	Professional Development for Reading, Teaching Fluency Packa	ge			015338371-2	
	Professional Development for Reading, Teaching Fluency, Participant Guide					
	Professional Development for Reading, Teaching Text Comprehe				015338375-5]
	Professional Development for Reading, Teaching Text Comprehe				015338364-X	
	Professional Development for Reading, Assessment to Inform Ins				015338376-3	
	Professional Development for Reading, Assessment to Inform Ins	struction			015338365-8	

Research Based Reading Annual Grades 4-12

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation			
Harcourt	Harcourt Trophies,	Beck, et al	2005, 2007	5	015339788-8	*See Note			
School	Grade Five Student Edition, Distant Voyages		Edition			Occ Hote			
Publishers	Note: Correlation to the Idaho Content Standards Grade 5 = 89	9%							
Annual -2006	Key Features:								
	Teacher Edition Collection (includes 6 Teacher Editions)				015339762-4				
	ePlanner with Teacher Pages (1 year renewable access)				015347330-4				
	Audiotext CD Collection				015348669-4				
	Practice Book	015323526-8							
	Practice Book, Teacher Edition	015323528-4							
	Extra Support Copying Masters	015323527-6							
	Challenge Copying Masters				015323529-2				
	English-Language Learners Copying Masters				015325061-5 015329247-4				
	Library Books Collection (1 copy each of 12 titles with Teacher Guide)								
	Library Book, The Black Stallion (package of 5)	015319325-5							
	Library Book, Sees Behind Trees (package of 5)	015319339-5							
	Library Book, Baseball in the Barrios (package of 5)								
	Library Book, The Tarantula in My Purse and 172 Other Wild Pets (package of 5)								
	Library Book, Maria's Comet (package of 5)								
	Library Book, Stone Wall Secrets (package of 5)								
	Library Book, The Young Artist (package of 5)								
	Library Book, Dear Benjamin Banneker (package of 5)								
	Library Book, Frindle (package of 5)				015319332-8				
	Library Book, Beetles, Lightly Toasted (package of 5)				015319345-X				
	Library Book, The Cat Who Escaped from Steerage (package of				015319342-5				
	Library Book, And Then What Happened, Paul Revere? (packa	ige of 5)			015319335-2				
	Library Books, Teacher Guide				015326185-4				
	Phonics Practice Book, Intermediate				015315213-3				
	Phonics Practice Book Copying Masters, Intermediate				015320911-9				
	Writer's Companion: Support and Practice for Writing				015349065-9				
	Writer's Companion: Support and Practice for Writing, Teacher	r Edition			015349536-7				
	Below-Level Books Collection (1 copy each of 30 titles)				015325514-5				
	Below-Level Books Collection (5 copies each of 30 titles)				015334004-5				
	On-Level Books Collection (1 copy each of 30 titles)				015325520-X				
	On-Level Books Collection (5 copies each of 30 titles)				015334010-X				
	Advanced-Level Books Collection (1 copy each of 30 titles)				015325526-9				
	Advanced-Level Books Collection (5 copies each of 30 titles)				015334016-9 015335750-9				
	Books For All Learners Teacher Guide								
	Spelling Practice Book					_			
	Spelling Practice Book, Teacher Edition				015323554-3				
	Suggestions for Classroom Management				015348996-0				
	Language Handbook				015325067-4				

Research Based Reading Annual Grades 4-12

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt	Harcourt Trophies, Grade 5 Student Edition, Dista	ant Voyages (Continued)			
School	Language Handbook Answer Key				015326164-1]
Publishers	Standardized Test Prep Books for Reading and Language Arts				015321231-4 015320933-X	
Annual -2006	Standardized Test Prep Books for Reading and Language Arts Teacher Edition					
	Oral Reading Fluency Assessment					
	Teaching Transparencies					
	Teaching Transparencies for Language Arts				015334090-8	
	Holistic Assessment (6 packages of 12; 1 package per theme)				015332143-1 015325163-8	
	Holistic Assessment Teacher Edition]
	Beginning-of-Year Reading and Language Skills Assessment (package of 12)					
	Beginning-of-Year Reading and Language Skills Assessment Teacher Edition					
	Placement and Diagnostic Assessment	015326179-X				
	Reading and Language Skills Assessment	015332204-7				
	Reading and Language Skills Assessment Teacher Edition	015324965-X				
	Intervention Resource Kit	015326230-3				
	Intervention Reader, Take Flight	015325342-8				
	Intervention Reader Teacher Guide					
	Intervention Practice Book					
	Intervention Practice Book, Teacher Edition				015326153-6	
	Intervention Skills Cards				015326235-4	
	Intervention Game Boards				015326239-7	
	Intervention Assessment Book				015326158-7	
	English-Language Learners Book Collection (1 each of 30 titles)				015325508-0	
	English-Language Learners Book Collection (5 copies each of 30	O titles)			015333998-5	
	English-Language Learners Resource Kit				015326521-3	
	English-Language Learners Teacher Guide				015329338-1	
	Dry-erase Board				015329330-6	
	Harcourt School Publishers Online Assessment (1 year renewable	e access)			015341920-2	
	Grammar Jingles CD, Intermediate				015320265-3	
	Grammar Jingles Copying Masters, Intermediate				015322046-5	
	Professional Development for Reading				015338366-6	
	Professional Development for Reading				015338355-0	
	Professional Development for Reading, Teaching Phonics Package	ge			015338370-4	
	Professional Development for Reading, Teaching Phonics, Partici	pant Guide			015338359-3	
	Professional Development for Reading, Teaching Vocabulary Pac	kage			015338373-9	
	Professional Development for Reading, Teaching Vocabulary, Participant Guide]
	Professional Development for Reading, Teaching Fluency Package]
	Professional Development for Reading, Teaching Fluency, Participant Guide					
	Professional Development for Reading, Teaching Text Comprehension Package					
	Professional Development for Reading, Teaching Text Comprehensional Development for Reading, Text Comprehensional Development for Reading, Text Comprehensional Development for Reading (Reading Text Comprehensional Development for Reading Text Comprehensional Development for Reading (Reading Text Comprehensional Development for Reading Text Comprehensional Development for Reading (Reading Text Comprehensional Development for Reading Text Comprehensional Development for Reading (Reading Text Comprehensional Development for Reading Text Comprehension (Reading Text Comprehension Development for Reading Text Comprehension (Reading Text Comprehension (R	nsion, Participant Guide			015338364-X]
	Professional Development for Reading, Assessment to Inform Inst				015338376-3]
	Professional Development for Reading, Assessment to Inform Inst	truction			015338365-8]

Committee Recommendation 2006
Research Based Reading
*Correlation to: "Idaho's Research Based Reading Requirements grades 4-12

Research Based Reading Annual Grades 4-12

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt School	Harcourt Trophies, Grade Six Student Edition, Timeless Treasure	Beck, et al	2005, 2007	6	015339789-6	*See Note
Publishers Annual -2006	Note: Correlation to the Idaho Content Standards Grade 6 = 88% Key Features:	6	1			
	Teacher Edition Collection (includes 6 Teacher Editions)				015339769-1	†
	ePlanner with Teacher Pages (1 year renewable access)				015347331-2	†
	Audiotext CD Collection	015348682-1	†			
	Practice Book	015323530-6	†			
	Practice Book, Teacher Edition	015323532-2	†			
	Extra Support Copying Masters				015323531-4	1
	Challenge Copying Masters				015323533-0	1
	English-Language Learners Copying Masters				015325062-3	1
	Library Books Collection (1 copy each of 12 titles with Teacher Guide)					1
	Library Book, The Summer of the Swans (package of 5)					
	Library Book, My Side of the Mountain (package of 5)					
	Library Book, Journal of a Teenage Genius (package of 5)					
	Library Book, Mrs. Frisby and the Rats of NIMH (package of 5)					
	Library Book, Last Summer with Maizon (package of 5)					
	Library Book, Wilma Rudolph (package of 5)					
	Library Book, Tutankhamen's Gift (package of 5)					
	Library Book, Extra! Extra! The Who, What, Where, When and W	Vhy of Newspapers (015319368-9	
	Library Book, The World at His Fingertips: A Story about Louis E	Braille (package of 5)			015319357-3	
	Library Book, Guion Bluford: A Space Biography (package of 5)				015319359-X	
	Library Book, The Wright Brothers: How They Invented the Airp	lane (package of 5)			015319358-1	
	Library Book, The Riddle of the Rosetta Stone (package of 5)				015319353-0	
	Library Books, Teacher Guide (separately)				015326186-2	
	Phonics Practice Book, Intermediate				015315213-3	
	Phonics Practice Book Copying Masters, Intermediate				015320911-9	
	Writer's Companion: Support and Practice for Writing				015349066-7	
	Writer's Companion: Support and Practice for Writing, Teacher	Edition			015349537-5	
	Below-Level Books Collection (1 copy each of 30 titles)				015325515-3	
	Below-Level Books Collection (5 copies each of 30 titles)				015334005-3	
	On-Level Books Collection (1 copy each of 30 titles)				015325521-8	
	On-Level Books Collection (5 copies each of 30 titles)				015334011-8]
	Advanced-Level Books Collection (1 copy each of 30 titles)				015325527-7]
	Advanced-Level Books Collection (5 copies each of 30 titles)				015334017-7 015335751-7	_
	Books For All Learners, Teacher Guide					_
	Spelling Practice Book	015323503-9	_			
	Spelling Practice Book, Teacher Edition				015323555-1	_
	Suggestions for Classroom Management				015348997-9]
	Language Handbook				015325068-2	

Research Based Reading Annual Grades 4-12

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt	Harcourt Trophies, Grade Six Student Edition, Ti	meless Treasure (Continu	ıed)			
School	Language Handbook Answer Key	,	<i>'</i>		015326165-X	
Publishers	Standardized Test Prep Books for Reading and Language Arts				015321232-2	
Annual -2006	Standardized Test Prep Books for Reading and Language Arts Te	eacher Edition			015321233-0	
Allitual -2000	Oral Reading Fluency Assessment				015340967-3	
	Teaching Transparencies				015325074-7	
	Teaching Transparencies for Language Arts				015334091-6	
	Holistic Assessment (6 packages of 12; 1 package per theme)				015332144-X	
	Holistic Assessment Teacher Edition					
	Beginning-of-Year Reading and Language Skills Assessment (package of 12)					
	Beginning-of-Year Reading and Language Skills Assessment Teacher Edition					
	Placement and Diagnostic Assessment					
	Reading and Language Skills Assessment					
	Reading and Language Skills Assessment Teacher Edition					
	Intervention Resource Kit					
	Intervention Reader, All Aboard					
	Intervention Reader Teacher Guide				015325348-7	
	Intervention Practice Book					
	Intervention Practice Book, Teacher Edition					
	Intervention Skills Cards				015326236-2	
	Intervention Game Boards				015326239-7	
	Intervention Assessment Book				015326159-5	
	English-Language Learners Books Collection (1 each of 30 titles)				015325509-9	
	English-Language Learners Books Collection (5 copies each of 3	0 titles)			015333999-3	
	English-Language Learners Resource Kit				015326522-1	
	English-Language Learners Teacher Guide				015329340-3	
	Dry-erase Board				015329330-6	
	Harcourt School Publishers Online Assessment (1 year renewable	e access)			015341921-0	
	Grammar Jingles CD, Intermediate				015320265-3	
	Grammar Jingles Copying Masters, Intermediate				015322046-5	
	Professional Development for Reading				015338366-6	
	Professional Development for Reading, An Overview of Reading		rators, and Parents, Part	cipant Guide	015338355-0	
	Professional Development for Reading, Teaching Phonics Package				015338370-4	
	Professional Development for Reading, Teaching Phonics, Partic				015338359-3	
	Professional Development for Reading, Teaching Vocabulary Page				015338373-9	
	Professional Development for Reading, Teaching Vocabulary, Pa				015338362-3 015338371-2	
	Professional Development for Reading, Teaching Fluency Package					
	Professional Development for Reading, Teaching Fluency, Participant Guide					
	Professional Development for Reading, Teaching Text Comprehension Package					
	Professional Development for Reading, Teaching Text Comprehe				015338364-X	
	Professional Development for Reading, Assessment to Inform Ins				015338376-3	
	Professional Development for Reading, Assessment to Inform Ins	truction,			015338365-8	

Committee Recommendation 2006 Research Based Reading *Correlation to: "Idaho's Research Based Reading Requirements grades 4-12

Research Based Reading Annual Grades 4-12

Com	pren	ensi	ve

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation	
Macmillan / McGraw-Hill	Macmillan/McGraw-Hill Treasures, A Reading/ Language Arts Program Student Book	Shanahan, et al	2007	4	0-02-192011-7	*See Note	
Annual -2006	Note: Correlation to Idaho Content Standards for Grade 4 = 81%	1					
	Key Features:						
	Listening Library CD's – Core Selections (Alternate format)	0-02-194408-3					
	StudentWorks on CD-ROM (Alternate format)	0-02-194369-9					
	Teacher Edition Package (6 Units)	0-02-193777-X 0-02-196936-1					
		Unit 1 Teacher's Edition					
	Unit 2 Teacher's Edition	0-02-192915-7					
	Unit 3 Teacher's Edition				0-02-192916-5		
	Unit 4 Teacher's Edition				0-02-192917-3		
	Unit 5 Teacher's Edition				0-02-192918-1		
	Unit 6 Teacher's Edition				0-02-192919-X	_	
	Instructional Navigator eTE CD-ROM (Alternate format)				0-02-194376-1		
	Teacher's Resource Package (including):				0-02-193812-1		
	Read-Aloud Anthology				0-02-192027-3	_	
	Home-School Connection Teacher's Resource Book	0-02-193923-3	_				
		0-02-193915-2	_				
	Practice Book Blackline Masters: Approaching Practice Book Blackline Masters: On-Level				0-02-193616-1 0-02-193632-3	_	
	Practice Book Blackline Masters: On-Level Practice Book Blackline Masters: Beyond				0-02-193624-2	_	
	Practice Book Blackline Masters: Deyond Practice Book Blackline Masters: Teacher's Annotated Edition					-	
	Grammar Practice Book Teacher's Annotated Edition				0-02-193906-3 0-02-193608-0	-	
	Spelling Practice Book Teacher's Annotated Edition				0-02-193643-9	_	
	Screening, Diagnostic, Placement Assessment				0-02-193928-4		
	Unit And Benchmark Assessments Blackline Masters				0-02-193926-4	_	
	Weekly Assessments Blackline Masters				0-02-193934-9	_	
	Fluency Assessments				0-02-193944-6	_	
	Assessment Handbook				0-02-193951-9	_	
	Running Records and Benchmark Books (Package of 30)				0-02-196931-0	_	
	Benchmark Running Records				0-02-193958-6	_	
	Benchmark Books (Package of 30)				0-02-195249-3	4	
	Leveled Reader Package: Approaching (1 each of 30 titles)				0-02-195683-9		
	Leveled Reader Library: Approaching (6 each of 30 titles) (Altern	nate format)			0-02-195684-7	_	
	Listening Library CD's – Approaching Leveled Readers (Alterna				0-02-194345-1		
	Leveled Reader Package: On-Level (1 each of 30 titles)	io romacj			0-02-195718-5		
	Leveled Reader Library: On-Level (6 each of 30 titles) (Alternate	format)			0-02-195719-3		
	Listening Library CD's – On-Level Leveled Readers (Alternate for				0-02-194353-2	1	
	Leveled Reader Package: Beyond (1 each of 30 titles)				0-02-195754-1	1	
	Leveled Reader Library: Beyond (6 each of 30 titles) (Alternate f	ormat)			0-02-195755-X		
	Listening Library CD's – Beyond Leveled Readers (Alternate for				0-02-194361-3	1	
	Leveled Reader Package: ELL (1 each of 30 titles)	,			0-02-196824-1	1	

Committee Recommendation 2006
Research Based Reading
*Correlation to: "Idaho's Research Based Reading Requirements grades 4-12

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation	
Macmillan /	Macmillan / McGraw-Hill Treasures, A Reading/	Language Arts Program	Grade 4 (Continued)			
McGraw-Hill	Leveled Reader Library: ELL (6 each of 30 titles) (Alternate form		,	•	0-02-196825-X		
Annual -2006	Listening Library CD's – ELL Readers (Alternate format)	,			0-02-196282-0	j	
	Classroom Library Trade Books Package (1 each of 18 titles)				0-02-193769-9	Ī	
	Intervention Anthology				0-02-192019-2	1	
	Listening Library CD's – Intervention Anthology (Alternate forma	0-02-194423-7	1				
	Workstation Flip Charts (Set of 4)	0-02-195243-4					
	Workstation Flip Chart: Reading	0-02-193968-3					
	Workstation Flip Chart: Writing	0-02-194815-1					
	Workstation Flip Chart: Word Work				0-02-194816-X		
	Workstation Flip Chart: Science/Social Studies				0-02-194817-8		
	Teaching Transparencies: Comprehension/Study Skills				0-02-194799-6		
	Teaching Transparencies: Daily Language Practice				0-02-194017-7		
	Teaching Transparencies: Writing/Writing Process				0-02-194029-0		
	Teaching Transparencies: Graphic Organizers/Fluency				0-02-194036-3		
	Teaching Transparencies: Vocabulary/Vocabulary Strategy				0-02-194011-8		
	Teaching Transparencies: Grammar						
	ELL Teacher Guide with Blackline Masters	0-02-194083-5					
	Vocabulary Word Cards	0-02-193976-4					
	Grammar Practice Book Student Edition				0-02-193603-X		
	Spelling Practice Book Student Edition				0-02-193637-4		
	Benchmark Assessment – Forms A and B (Alternate format)				0-02-196678-8]	
	ELL Practice/Assessment Blackline Masters				0-02-194091-6]	
	Weekly and Unit Assessment Student Edition (Units 1-6) (Altern	ate format)			0-02-197025-4]	
	Treasure Chest for English Language Learners				0-02-193873-3		
	Leveled Reader Library				0-02-193789-3		
	Fluency Solutions				0-02-194415-6		
	Progress Reporter CD-ROM				0-02-194383-4		
Macmillan / McGraw-Hill	Macmillan/McGraw-Hill Treasures, A Reading/Language Arts Program Student Book	Shanahan, et al	2007	5	0-02-192012-5	*See Note	
Annual -2006	Note: Correlation to Idaho Content Standards for Grade 5 = 85%		_	1			
7	Key Features:	•					
	Listening Library CD's – Core Selections (Alternate format)				0-02-194409-1	1	
	StudentWorks on CD-ROM (Alternate format)				0-02-194371-0	1	
	Teacher Edition Package (6 Units)				0-02-193778-8	1	
	Unit 1 Teacher's Edition				0-02-196937-X		
	Unit 2 Teacher's Edition				0-02-193189-5	1	
	Unit 3 Teacher's Edition				0-02-193191-7	1	
	Unit 4 Teacher's Edition				0-02-193192-5	1	
	Unit 5 Teacher's Edition				0-02-193193-3	1	

Research Based Reading Annual Grades 4-12

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan /	Macmillan / McGraw-Hill Treasures, A Reading/ Lar	nguage Arts Program	Grade 5 (Continued)			
McGraw-Hill	Unit 6 Teacher's Edition	0-02-193194-1				
Annual -2006	Instructional Navigator eTE CD-ROM				0-02-194377-X	
	Teacher's Resource Package (including):				0-02-193813-X	
	Read-Aloud Anthology				0-02-192028-1	
	Home-School Connection				0-02-193924-1	
	Teacher's Resource Book				0-02-193916-0	
	Practice Book Blackline Masters: Approaching				0-02-193617-X	
	Practice Book Blackline Masters: On-Level				0-02-193633-1	
	Practice Book Blackline Masters: Beyond				0-02-193625-0	
	Practice Book Blackline Masters: Teacher's Annotated Edition				0-02-193907-1	
	Grammar Practice Book Teacher's Annotated Edition				0-02-193609-9	
	Spelling Practice Book Teacher's Annotated Edition				0-02-193644-7	
	Screening, Diagnostic, Placement Assessment				0-02-193928-4	
	Unit And Benchmark Assessments Blackline Masters				0-02-193935-7	
	Weekly Assessments Blackline Masters				0-02-193942-X	
	Fluency Assessments				0-02-193944-6	
	Assessment Handbook				0-02-193951-9	
	Running Records and Benchmark Books (Package of 30)				0-02-196931-0	
	Benchmark Running Records				0-02-193958-6	
	Benchmark Books (Package of 30)				0-02-195249-3	
	Leveled Reader Package: Approaching (1 each of 30)				0-02-195791-6	
	Leveled Reader Library: Approaching (6 each of 30) (Alternate format	at)			0-02-195792-4	
	Listening Library CD's - Approaching Leveled Readers (Alternate for	rmat)			0-02-194346-X	
	Leveled Reader Package: On-Level (1 each of 30 titles)				0-02-195826-2	
	Leveled Reader Library: On-Level (6 each of 30 titles) (Alternate form	nat)			0-02-195827-0	
	Listening Library CD's - On-Level Leveled Readers (Alternate forma	t)			0-02-194354-0	
	Leveled Reader Package: Beyond (1 each of 30 titles)				0-02-195862-9	
	Leveled Reader Library: Beyond (6 each of 30 titles) (Alternate formation	at)			0-02-195863-7	
	Listening Library CD's – Beyond Leveled Readers (Alternate format)				0-02-194362-1	
	Leveled Reader Package: ELL (1 each of 30 titles)				0-02-196859-4	
	Leveled Reader Library: ELL (6 each of 30 titles) (Alternate format)				0-02-196861-6	
	Listening Library CD's – ELL Readers (Alternate format)				0-02-196283-9	
	Classroom Library Trade Books Package (1 each of 18 titles)				0-02-193771-0	
	Intervention Anthology				0-02-192021-4	
	Listening Library CD's – Intervention Anthology (Alternate format)				0-02-194424-5	
	Workstation Flip Charts (Set of 4)				0-02-195244-2	
	Workstation Flip Chart: Reading				0-02-193969-1	
	Workstation Flip Chart: Writing				0-02-194818-6	
	Workstation Flip Chart: Word Work				0-02-194819-4	
	Workstation Flip Chart: Science/Social Studies				0-02-194821-6	

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comprehensive	,					Grades 4-
Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan /	Macmillan / McGraw-Hill Treasures, A Reading/	Language Arts Program	Grade 5 (Continue	d)		
McGraw-Hill	Teaching Transparencies: Comprehension/Study Skills		•		0-02-194801-1	
Annual -2006	Teaching Transparencies: Daily Language Practice				0-02-194018-5]
	Teaching Transparencies: Writing/Writing Process				0-02-194031-2]
	Teaching Transparencies: Graphic Organizers/Fluency				0-02-194037-1	_
	Teaching Transparencies: Vocabulary/Vocabulary Strategy				0-02-194012-6	
	Teaching Transparencies: Grammar				0-02-194048-7	
	ELL Teacher Guide with Blackline Masters				0-02-194084-3	
	Vocabulary Word Cards				0-02-193977-2	_
	Grammar Practice Book Student Edition				0-02-193604-8	_
	Spelling Practice Book Student Edition				0-02-193638-2	ļ
	Benchmark Assessment – Forms A and B (Alternate format)				0-02-196679-6	
	ELL Practice/Assessment Blackline Masters				0-02-194092-4	1
	Weekly and Unit Assessment Student Edition (Units 1-6) (Alternative	ate format)			0-02-197026-2	
	Unit Assessment (10-Packs for Units 1-10) (Alternate format)				0-02-196672-9	
	Reading Triumphs: An Intervention Program				0-02-192156-3	
	Leveled Reader Library				0-02-193791-5	
	Fluency Solutions				0-02-194416-4	1
	Progress Reporter CD-ROM	T		1	0-02-194384-2	
/lacmillan /	Macmillan/McGraw-Hill Treasures, A Reading/	Shanahan, et al	2007	6		*See Note
McGraw-Hill	Language Arts Program					
Annual -2006	Note: Correlation to Idaho Content Standards for Grade 6 = 100	%				
	Key Features:					
	Student Book				0-02-192013-3	
	Listening Library CD's – Core Selections (Alternate format)				0-02-194411-3	
	StudentWorks on CD-ROM (Alternate format)				0-02-194372-9	
	Teacher Edition Package (6 Units)				0-02-193779-6	
	Unit 1 Teacher's Edition				0-02-196938-8	
	Unit 2 Teacher's Edition				0-02-193395-2	_
	Unit 3 Teacher's Edition				0-02-193396-0	
	Unit 4 Teacher's Edition				0-02-193397-9	
	Unit 5 Teacher's Edition				0-02-193398-7	
	Unit 6 Teacher's Edition				0-02-193399-5	
	Instructional Navigator eTE CD-ROM (Alternate format)				0-02-194378-8]
	Teacher's Resource Package (including):				0-02-193814-8]
	Read-Aloud Anthology				0-02-192029-X]
	Home-School Connection				0-02-193925-X	ļ
	Teacher's Resource Book				0-02-193917-9	ļ
	Practice Book Blackline Masters: Approaching				0-02-193618-8]
	Practice Book Blackline Masters: On-Level				0-02-193634-X	

Research Based Reading Annual Grades 4-12

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan /	Macmillan / McGraw-Hill Treasures, A Reading/ Lan	guage Arts Program	Grade6 (Continued)			
McGraw-Hill	Practice Book Blackline Masters: Beyond	0-02-193626-9				
Annual -2006	Practice Book Blackline Masters: Teacher's Annotated Edition	0-02-193908-X				
	Grammar Practice Book Teacher's Annotated Edition	0-02-193611-0				
	Spelling Practice Book Teacher's Annotated Edition				0-02-193645-5	
	Screening, Diagnostic, Placement Assessment				0-02-193928-4	
	Unit And Benchmark Assessments Blackline Masters				0-02-193945-4	
	Weekly Assessments Blackline Masters				0-02-193943-8	
	Fluency Assessments				0-02-193944-6	
	Assessment Handbook				0-02-193951-9	
	Running Records and Benchmark Books (Package of 30)				0-02-196931-0	
	Benchmark Running Records				0-02-193958-6	
	Benchmark Books (Package of 30)				0-02-195249-3	
	Leveled Reader Package: Approaching (1 each of 30)				0-02-195898-X	
	Leveled Reader Library: Approaching (6 each of 30) (Alternate forma	t)			0-02-195899-8	
	Listening Library CD's – Approaching Leveled Readers (Alternate for				0-02-194347-8	
	Leveled Reader Package: On-Level (1 each of 30 titles)	, , , , , , , , , , , , , , , , , , ,			0-02-195934-X	
	Leveled Reader Library: On-Level (6 each of 30 titles) (Alternate form	nat)			0-02-195935-8	
	Listening Library CD's – On-Level Leveled Readers (Alternate format				0-02-193355-9	
	Leveled Reader Package: Beyond (1 each of 30 titles)	7			0-02-195969-2	
	Leveled Reader Library: Beyond (6 each of 30 titles) (Alternate format	nt)			0-02-195971-4	
	Listening Library CD's – Beyond Leveled Readers (Alternate format)	,			0-02-194363-X	
	Leveled Reader Package: ELL (1 each of 30 titles)				0-02-196895-0	
	Leveled Reader Library: ELL (6 each of 30 titles) (Alternate format)				0-02-196896-9	
	Listening Library CD's – ELL Readers (Alternate format)				0-02-196284-7	
	Classroom Library Trade Books Package (1 each of 18 titles)				0-02-193772-9	
	Intervention Anthology				0-02-192022-2	
	Listening Library CD's – Intervention Anthology (Alternate format)				0-02-194425-3	
	Workstation Flip Charts (Set of 4)				0-02-195245-0	
	Workstation Flip Chart: Reading				0-02-193971-3	
	Workstation Flip Chart: Writing				0-02-194822-4	
	Workstation Flip Chart: Word Work				0-02-194823-2	
	Workstation Flip Chart: Science/Social Studies				0-02-194824-0	
	Teaching Transparencies: Comprehension/Study Skills				0-02-194802-X	
	Teaching Transparencies: Daily Language Practice				0-02-194019-3	
	Teaching Transparencies: Writing/Writing Process				0-02-194032-0	
	Teaching Transparencies: Graphic Organizers/Fluency				0-02-194038-X	
	Teaching Transparencies: Vocabulary/Vocabulary Strategy				0-02-194013-4	
	Teaching Transparencies: Grammar				0-02-194049-5	
	ELL Teacher Guide with Blackline Masters				0-02-194085-1	
	Vocabulary Word Cards				0-02-193978-0	

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan /	Macmillan / McGraw-Hill Treasures, A Reading/ L	_anguage Arts Program	Grade6 (Continued)		
McGraw-Hill	Grammar Practice Book Student Edition		•		0-02-193605-6	
Annual -2006	Spelling Practice Book Student Edition				0-02-193639-0	
	Benchmark Assessment – Forms A and B (Alternate format)	0-02-196681-8	I			
	ELL Practice/Assessment Blackline Masters	0-02-194093-2				
	Weekly and Unit Assessment Student Edition (Units 1-6) (Alterna	ite format)			0-02-197027-0	
	Unit Assessment (10-Packs for Units 1-10) (Alternate format)				0-02-196673-7	
	Reading Triumphs: An Intervention Program				0-02-192157-1	
	Leveled Reader Library				0-02-193792-3	
	Fluency Solutions				0-02-194417-2	
	Progress Reporter CD-ROM				0-02-194385-0	
Scholastic,	Scholastic READ 180 Enterprise Edition Stage A	Hasselbring, et al.	2005	4-6	0439670802	*See Note
	69%; Grade5 = 69%; Grade 6 = 65%. Key Features Is an intervention program that provides intensive, sessions for whole class and small groups –Students engage in i responses and adjusts instruction and provides high-interest, age feedback and encouragement. Students work on independent re by a narrator and interspersed with segments by a reading coach includes a rich library of classic and newly created leveled books Includes a strong assessment component. The Scholastic Achie and serves as a dashboard for supporting data-driven instruction teachers, district administrators, and technology coordinators. Yo System into SAM. You can generate reports for students, classe that address core skills.	ndividualized lessons in the softe- e-appropriate reading to that stude eading in two ways: the program who models strategies used by both fiction and non-fiction with exement Manager (SAM) collects AYP accountability requirements of can import student data directles, schools, and districts and link	ware It collects data of dent's needs. Students re provides audiobooks that successful readers. The th relevant, age-appropria and organizes student po ts and district-wide data a ly from your district's Student	n each student's eceive continuous are read aloud program also te content. erformance data aggregation for dent Information	0.400070770	
	Scholastic READ 180 Enterprise Edition Stage A rBook, Consum	able			0439670772	
	Scholastic READ 180 EE Stage A to Add 60 Student Licenses				043981264X 0439812674	
	Scholastic READ 180 EE Stage A to Add 30 Student Licenses					
	Scholastic READ 180 EE Stage A to Add 15 Student Licenses				0439812704	
	Scholastic READ 180 EE Stage A to Add 5 Student Licenses	0439812763				

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Scholastic,	Scholastic READ 180 Enterprise Edition Stage B	Hasselbring, et al.	2005	6-8	0439670810	*See Note
Annual -2006	Note: Comprehensive Intervention Program under Research Bas Grade 7 = 77%; Grade 8 = 80%. Key Features Is an intervention program that provides intensive, sessions for whole class and small groups —Students engage in i responses and adjusts instruction and provides high-interest, age feedback and encouragement. Students work on independent re by a narrator and interspersed with segments by a reading coach includes a rich library of classic and newly created leveled books Includes a strong assessment component. The Scholastic Achie and serves as a dashboard for supporting data-driven instruction teachers, district administrators, and technology coordinators. You system into SAM. You can generate reports for students, classe that address core skills. Scholastic READ 180 Enterprise Edition Stage B rBook, Consum Scholastic READ 180 EE Stage B to Add 60 Student Licenses	individualized instruction for older struction individualized lessons in the software exappropriate reading to that student's adding in two ways: the program providual who models strategies used by succedure by the fiction and non-fiction with relevant Manager (SAM) collects and on, AYP accountability requirements and can import student data directly from the sea, schools, and districts and link directly.	ggling readers. Tea It collects data or needs. Students re des audiobooks that essful readers. The vant, age-appropriat organizes student pe d district-wide data a n your district's Stud	cher led n each student's ceive continuous are read aloud program also te content. erformance data ggregation for ent Information	0439670780 0439812658 0439812682	
	Scholastic READ 180 EE Stage B to Add 15 Student Licenses	0439812712	†			
	Scholastic READ 180 EE Stage B to Add 5 Student Licenses				0439812771	1
Scholastic, Inc	Scholastic READ 180 Enterprise Edition Stage C	Hasselbring, et al.	2005	9-12	0439670829	*See Note
Annual -2006	Note: Comprehensive Intervention Program under Research Bas 94%; Grade 10 = 88%; Grade 11 = 50%, Grade 12 = 50%. Key Features Is an intervention program that provides intensive, sessions for whole class and small groups –Students engage in i responses and adjusts instruction and provides high-interest, age feedback and encouragement. Students work on independent re by a narrator and interspersed with segments by a reading coach includes a rich library of classic and newly created leveled books Includes a strong assessment component. The Scholastic Achie and serves as a dashboard for supporting data-driven instruction teachers, district administrators, and technology coordinators. Yo System into SAM. You can generate reports for students, classe that address core skills. Scholastic READ 180 Enterprise Edition Stage C rBook, Consun Scholastic READ 180 EE Stage C to Add 60 Student Licenses	individualized instruction for older struindividualized lessons in the software e-appropriate reading to that student's eading in two ways: the program provide who models strategies used by successive the program of the program provided in the program of the pr	ggling readers. Tea It collects data or needs. Students re des audiobooks that essful readers. The vant, age-appropriat organizes student pe d district-wide data a n your district's Stud	cher led n each student's ceive continuous are read aloud program also te content. erformance data ggregation for ent Information	0439670799 0439812666 0439812690	
	Scholastic READ 180 EE Stage C to Add 15 Student Licenses				0439812720	

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Achieve 3000 Annual -2006	KidBiz3000®	Achieve3000	2001	2-3	Web based	*See Note
	Note: Intervention as comprehension. Key Features:	·				
Developmental	SIPPS Beginning Level Package, 2 nd ed.	John Shefelbine	2005	K-1	1576215407	*See Note
Studies Center	SIPPS™ Beginning Teacher Manual	•			1576214532	1
Annual -2006	SIPPS Beginning Hand-Held Sound Cards				1576214559	
	SIPPS™ Beginning Hand-held Sight Word Cards				1576214575	
	SIPPS™ Beginning Spelling-Sound Wall Cards				1576214540	1
	SIPPS™ Beginning Sight Word Wall Cards			7	1576214567	
	SIPPS™ Beginning Poster-Size Story Charts				1576214834	
	SIPPS™ Beginning Box of Little Books (6 sets of 61 books)				1576214842	
	SIPPS™ Beginning Book of Reproducible Stories				1576214591]
	SIPPS Beginning Package of Little Books (1 set of 61 books)			1576214583	
	SIPPS™ Beginning Routines & Sounds Video & CDROM		1		1576214281	
Developmental	SIPPS™ : Systematic Instruction in	John Shefelbine &	2005	1-2	1576214869	
Studies Center Annual -2006	Phoneme Awareness, Phonics, and Sight Words – Extension Level, 2 nd Edition	Katherine K. Newman				*See Note
	SIPPS™ Extension Teacher Manual		•		1576214605	
	SIPPS™ Extension Hand-held Spelling-Sound Cards			1	1576214621	
	SIPPS™ Extension Hand-held Sight Word Cards				157621463X	
	SIPPS™ Extension Spelling-Sound Wall Cards				1576214613	
	SIPPS Extension Story Book				1576214648	
	SIPPS™ Extension Story Books (6 books)				1576214885	
	SIPPS™ Extension Story Books (12 books)				1576214877	
	SIPPS™ Extension Routines & Sounds Video & CDROM				157621429X	
Developmental	SIPPS: Systematic Instruction in Phoneme	John Shefelbine &	2004	2-3	1576214915	
Studies Center	Awareness, Phonics, and Sight Words –	Katherine K. Newman				*See Note
Annual -2006	Challenge Level, 2 nd Edition					
	SIPPS™ Challenge Teacher's Manual				1576214710	
	SIPPS™ Challenge Hand-held Phonics Cards				1576214729	
	SIPPS™ Challenge Hand-held Sight Syllable Cards				1576214737	
	SIPPS Challenge Irregular Sight Word Cards			_	1576214672	_
	SIPPS™ Challenge Wall Charts (Spelling-Sound and Sight S	Syllable)		_	1576214923	_
	SIPPS™ Challenge Assessment Record Book			4	1576214753	4
	SIPPS™ Challenge Routines & Sounds Video & CDROM				1576214303	

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Lexia Learning Systems, Inc	Lexia Early Reading®	Lexia Learning Systems, Inc.	©2000-2005	K - 1	Computer Based	*See Note
Annual -2006	Key Features: Teaching Reading: Stages & Strategies™		©2003-2005	_		
Lexia Learning Systems, Inc	Lexia Primary Reading™	Lexia Learning Systems, Inc.	©1994-2005	K - 3	Computer Based	*See Note
Annual -2006	Key Features:					
	Teaching Reading: Stages & Strategies™		©2003-2005			
Pearson Education, Inc.,	Early Reading Intervention Program with DIBELS	Dr.E.KameEnuiDr. D. Simmons	2008	K-1	0328260495	*See Note
Annual -2006	of instruction on further development of phonological awarer orthography Utilizes Comprehensive Assessment Tools to d		1			
Openia Wast	test, and is correlated to DIBELS assessments Has a validar systematic review of previously learned skills. Each daily learned skills. Each daily learned Integrating, 3-Reading Words, 4-Reading Sentences and for actively engaging struggling kindergartners or first grader	red instructional design. Instruction is s sson has 4 parts. 1-Learning Letters ar d Storybooks. These activities are spe s	systematic and included and Sounds, 2-Segme cifically designed to	les regular and enting, Blending be appropriate	4500407005	
Sopris West Educational	test, and is correlated to DIBELS assessments Has a validar systematic review of previously learned skills. Each daily learned Integrating, 3-Reading Words, 4-Reading Sentences and Integrating, 3-Reading Words, 4-Reading Sentences and Integrating Sente	ed instructional design. Instruction is s sson has 4 parts. 1-Learning Letters ar d Storybooks. These activities are spe	systematic and included and Sounds, 2-Segme	les regular and enting, Blending	1593187025	*See Note
	test, and is correlated to DIBELS assessments Has a validar systematic review of previously learned skills. Each daily learned skills. Each daily learned Integrating, 3-Reading Words, 4-Reading Sentences and for actively engaging struggling kindergartners or first grader	sed instructional design. Instruction is a soon has 4 parts. 1-Learning Letters ard Storybooks. These activities are spens. Sprick, Jones, Dunn, Gunn The class with individually appropriate at for each student is accurate and that are phonemic awareness, phonics, vocal ners read Lap Books and other literature of reading independence and confidence adecodable student text and are read by	systematic and included Sounds, 2-Segme cifically designed to a construction in small grant gran	les regular and enting, Blending be appropriate K roups. End-of-skills taught. on, and fluency. ole class. During et and Solo	1593187025	*See Note
Educational Services	test, and is correlated to DIBELS assessments Has a validar systematic review of previously learned skills. Each daily les and Integrating, 3-Reading Words, 4-Reading Sentences an for actively engaging struggling kindergartners or first grader READ WELL K Instructor Package Key Features: Combines age-appropriate activities for the end unit individual assessments ensure that the group placement integrates all five components of effective reading instruction Engages students in a variety of reading experiences. Teach small groups, students explore meaningful text while building Stories. Duet Stories contain both teacher-read text and fully	sed instructional design. Instruction is a soon has 4 parts. 1-Learning Letters ard Storybooks. These activities are spens. Sprick, Jones, Dunn, Gunn The class with individually appropriate at for each student is accurate and that are phonemic awareness, phonics, vocal ners read Lap Books and other literature of reading independence and confidence adecodable student text and are read by	systematic and included Sounds, 2-Segme cifically designed to a construction in small grant gran	les regular and enting, Blending be appropriate K roups. End-of-skills taught. on, and fluency. ole class. During et and Solo	1-59318-704-1	*See Note
Educational Services	test, and is correlated to DIBELS assessments Has a validar systematic review of previously learned skills. Each daily les and Integrating, 3-Reading Words, 4-Reading Sentences an for actively engaging struggling kindergartners or first grader READ WELL K Instructor Package Key Features: Combines age-appropriate activities for the elunit individual assessments ensure that the group placemen Integrates all five components of effective reading instruction Engages students in a variety of reading experiences. Teach small groups, students explore meaningful text while building Stories. Duet Stories contain both teacher-read text and fully The fully decodable Solo Stories are read by the student ind READ WELL K Student Package for 24 READ WELL K Student Package for 6	sed instructional design. Instruction is a soon has 4 parts. 1-Learning Letters ard Storybooks. These activities are species Sprick, Jones, Dunn, Gunn Intire class with individually appropriate to for each student is accurate and that it phonemic awareness, phonics, vocal ners read Lap Books and other literature greading independence and confidence decodable student text and are read begendently.	systematic and included Sounds, 2-Segme cifically designed to a construction in small grant gran	les regular and enting, Blending be appropriate K roups. End-of-skills taught. on, and fluency. ole class. During et and Solo	1-59318-704-1 1-59318-706-8	*See Note
Educational Services	test, and is correlated to DIBELS assessments Has a validar systematic review of previously learned skills. Each daily les and Integrating, 3-Reading Words, 4-Reading Sentences an for actively engaging struggling kindergartners or first grader READ WELL K Instructor Package Key Features: Combines age-appropriate activities for the elunit individual assessments ensure that the group placemen Integrates all five components of effective reading instruction Engages students in a variety of reading experiences. Teach small groups, students explore meaningful text while building Stories. Duet Stories contain both teacher-read text and fully The fully decodable Solo Stories are read by the student ind READ WELL K Student Package for 24 READ WELL K Student Package for 6 READ WELL K Program Guide – Getting Started: A Guide to	sed instructional design. Instruction is a soon has 4 parts. 1-Learning Letters ard Storybooks. These activities are species Sprick, Jones, Dunn, Gunn Intire class with individually appropriate to for each student is accurate and that it phonemic awareness, phonics, vocal ners read Lap Books and other literature greading independence and confidence decodable student text and are read begendently.	systematic and included Sounds, 2-Segme cifically designed to a construction in small grant gran	les regular and enting, Blending be appropriate K roups. End-of-skills taught. on, and fluency. ole class. During et and Solo	1-59318-704-1 1-59318-706-8 1-57035-650-5	*See Note
Educational Services	test, and is correlated to DIBELS assessments Has a validar systematic review of previously learned skills. Each daily les and Integrating, 3-Reading Words, 4-Reading Sentences an for actively engaging struggling kindergartners or first grader READ WELL K Instructor Package Key Features: Combines age-appropriate activities for the elunit individual assessments ensure that the group placement Integrates all five components of effective reading instruction Engages students in a variety of reading experiences. Teach small groups, students explore meaningful text while building Stories. Duet Stories contain both teacher-read text and fully The fully decodable Solo Stories are read by the student ind READ WELL K Student Package for 24 READ WELL K Student Package for 6 READ WELL K Program Guide – Getting Started: A Guide to READ WELL K Assessment Manual	sed instructional design. Instruction is a soon has 4 parts. 1-Learning Letters ard Storybooks. These activities are species Sprick, Jones, Dunn, Gunn Intire class with individually appropriate to for each student is accurate and that it phonemic awareness, phonics, vocal ners read Lap Books and other literature greading independence and confidence decodable student text and are read begendently.	systematic and included Sounds, 2-Segme cifically designed to a construction in small grant gran	les regular and enting, Blending be appropriate K roups. End-of-skills taught. on, and fluency. ole class. During et and Solo	1-59318-704-1 1-59318-706-8 1-57035-650-5 1-57035-669-6	*See Note
Educational Services	test, and is correlated to DIBELS assessments Has a validar systematic review of previously learned skills. Each daily les and Integrating, 3-Reading Words, 4-Reading Sentences an for actively engaging struggling kindergartners or first grader READ WELL K Instructor Package Key Features: Combines age-appropriate activities for the eunit individual assessments ensure that the group placement Integrates all five components of effective reading instruction Engages students in a variety of reading experiences. Teach small groups, students explore meaningful text while building Stories. Duet Stories contain both teacher-read text and fully The fully decodable Solo Stories are read by the student ind READ WELL K Student Package for 24 READ WELL K Student Package for 6 READ WELL K Program Guide – Getting Started: A Guide to READ WELL K Assessment Manual READ WELL K Lap Books, Units 1-26	sed instructional design. Instruction is a soon has 4 parts. 1-Learning Letters ard Storybooks. These activities are species Sprick, Jones, Dunn, Gunn Intire class with individually appropriate to for each student is accurate and that it phonemic awareness, phonics, vocal ners read Lap Books and other literature greading independence and confidence decodable student text and are read begendently.	systematic and included Sounds, 2-Segme cifically designed to a construction in small grant gran	les regular and enting, Blending be appropriate K roups. End-of-skills taught. on, and fluency. ole class. During et and Solo	1-59318-704-1 1-59318-706-8 1-57035-650-5 1-57035-669-6 1-59310-709-2	*See Note
Educational Services	test, and is correlated to DIBELS assessments Has a validar systematic review of previously learned skills. Each daily les and Integrating, 3-Reading Words, 4-Reading Sentences an for actively engaging struggling kindergartners or first grader READ WELL K Instructor Package Key Features: Combines age-appropriate activities for the eunit individual assessments ensure that the group placement Integrates all five components of effective reading instruction Engages students in a variety of reading experiences. Teach small groups, students explore meaningful text while building Stories. Duet Stories contain both teacher-read text and fully The fully decodable Solo Stories are read by the student ind READ WELL K Student Package for 24 READ WELL K Student Package for 6 READ WELL K Program Guide – Getting Started: A Guide to READ WELL K Assessment Manual READ WELL K Lap Books, Units 1-26 READ WELL K Enlarged Storybooks Units 1 & 2	sed instructional design. Instruction is a soon has 4 parts. 1-Learning Letters ard Storybooks. These activities are species Sprick, Jones, Dunn, Gunn Intire class with individually appropriate to for each student is accurate and that it phonemic awareness, phonics, vocal ners read Lap Books and other literature greading independence and confidence decodable student text and are read begendently.	systematic and included Sounds, 2-Segme cifically designed to a construction in small grant gran	les regular and enting, Blending be appropriate K roups. End-of-skills taught. on, and fluency. ole class. During et and Solo	1-59318-704-1 1-59318-706-8 1-57035-650-5 1-57035-669-6 1-59310-709-2 1-59318-699-8	*See Note
Educational Services	test, and is correlated to DIBELS assessments Has a validar systematic review of previously learned skills. Each daily les and Integrating, 3-Reading Words, 4-Reading Sentences an for actively engaging struggling kindergartners or first grader READ WELL K Instructor Package Key Features: Combines age-appropriate activities for the eunit individual assessments ensure that the group placement Integrates all five components of effective reading instruction Engages students in a variety of reading experiences. Teach small groups, students explore meaningful text while building Stories. Duet Stories contain both teacher-read text and fully The fully decodable Solo Stories are read by the student ind READ WELL K Student Package for 24 READ WELL K Student Package for 6 READ WELL K Program Guide – Getting Started: A Guide to READ WELL K Lap Books, Units 1-26 READ WELL K Enlarged Storybooks Units 1 & 2 READ WELL K Blackline Master Sets	sed instructional design. Instruction is a soon has 4 parts. 1-Learning Letters ard Storybooks. These activities are species Sprick, Jones, Dunn, Gunn Intire class with individually appropriate to for each student is accurate and that it phonemic awareness, phonics, vocal ners read Lap Books and other literature greading independence and confidence decodable student text and are read begendently.	systematic and included Sounds, 2-Segme cifically designed to a construction in small grant gran	les regular and enting, Blending be appropriate K roups. End-of-skills taught. on, and fluency. ole class. During et and Solo	1-59318-704-1 1-59318-706-8 1-57035-650-5 1-57035-669-6 1-59310-709-2 1-59318-699-8 1-59318-708-4	*See Note
Educational Services	test, and is correlated to DIBELS assessments Has a validar systematic review of previously learned skills. Each daily les and Integrating, 3-Reading Words, 4-Reading Sentences an for actively engaging struggling kindergartners or first grader READ WELL K Instructor Package Key Features: Combines age-appropriate activities for the eunit individual assessments ensure that the group placemen Integrates all five components of effective reading instruction Engages students in a variety of reading experiences. Teach small groups, students explore meaningful text while building Stories. Duet Stories contain both teacher-read text and fully The fully decodable Solo Stories are read by the student ind READ WELL K Student Package for 24 READ WELL K Student Package for 6 READ WELL K Program Guide – Getting Started: A Guide to READ WELL K Lap Books, Units 1-26 READ WELL K Enlarged Storybooks Units 1 & 2 READ WELL K Blackline Master Sets READ WELL K Pocket Chart Cards	sed instructional design. Instruction is a soon has 4 parts. 1-Learning Letters ard Storybooks. These activities are species Sprick, Jones, Dunn, Gunn Intire class with individually appropriate to for each student is accurate and that it phonemic awareness, phonics, vocal ners read Lap Books and other literature greading independence and confidence decodable student text and are read begendently.	systematic and included Sounds, 2-Segme cifically designed to a construction in small grant gran	les regular and enting, Blending be appropriate K roups. End-of-skills taught. on, and fluency. ole class. During et and Solo	1-59318-704-1 1-59318-706-8 1-57035-650-5 1-57035-669-6 1-59310-709-2 1-59318-699-8 1-59318-708-4 1-57035-668-8	*See Note
Educational Services	test, and is correlated to DIBELS assessments Has a validar systematic review of previously learned skills. Each daily les and Integrating, 3-Reading Words, 4-Reading Sentences an for actively engaging struggling kindergartners or first grader READ WELL K Instructor Package Key Features: Combines age-appropriate activities for the eunit individual assessments ensure that the group placement Integrates all five components of effective reading instruction Engages students in a variety of reading experiences. Teach small groups, students explore meaningful text while building Stories. Duet Stories contain both teacher-read text and fully The fully decodable Solo Stories are read by the student ind READ WELL K Student Package for 24 READ WELL K Student Package for 6 READ WELL K Program Guide – Getting Started: A Guide to READ WELL K Lap Books, Units 1-26 READ WELL K Enlarged Storybooks Units 1 & 2 READ WELL K Blackline Master Sets	sed instructional design. Instruction is a soon has 4 parts. 1-Learning Letters ard Storybooks. These activities are species Sprick, Jones, Dunn, Gunn Intire class with individually appropriate to for each student is accurate and that it phonemic awareness, phonics, vocal ners read Lap Books and other literature greading independence and confidence decodable student text and are read begendently.	systematic and included Sounds, 2-Segme cifically designed to a construction in small grant gran	les regular and enting, Blending be appropriate K roups. End-of-skills taught. on, and fluency. ole class. During et and Solo	1-59318-704-1 1-59318-706-8 1-57035-650-5 1-57035-669-6 1-59310-709-2 1-59318-699-8 1-59318-708-4	*See Note

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Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Sopris West	READ WELL K Instructor Package (Continued)	-	1		
Educational	READ WELL K ABC Wall Cards	,			1-57035-654-8	
Services	READ WELL K CD of Songs				1-59318-037-3	1
Annual -2006	READ WELL K Student Magazines, Preludes A-F (Set of 6)				1-59318-213-9	
Allitual -2000	READ WELL K Student Magazines, Units 1-20 (Set of 6)	1-59318-289-9				
	READ WELL K Student Magazines, Units 1-10 (Set of 6)	1-59318-138-8				
	READ WELL K Student Magazines, Units 11-20 (Set of 6)				1-59318-139-6	
	READ WELL K Student Storybooks, Units 1-10 (Set of 6)				1-59318-097-7	
	READ WELL K Student Storybooks, Units 11-20 (Set of 6)				1-59318-105-1	_
	READ WELL K Small Group Blending Cards				1-57035-671-8	
	Read Well K The Children's Literature Set				1-59318-098-5	
	Read Well K Workbooks 1-3 (consumable)	1	1	1	1-59318-205-8	
Sopris West Educational	READ WELL 1 Instructor Package	Sprick, Jones, Howard, Fidanque	2007	1	1593186150	*See Note
	and engaging content. Integrates all five components of effective comprehension, and fluency. Students explore meaningful to Duet and Solo Stories. Duet Stories contain both teacher-read	ctive reading instruction: phonemic av xt while building reading independen	wareness, phonics, vo ce and confidence thr	ough unique		
	comprehension, and fluency. Students explore meaningful te Duet and Solo Stories. Duet Stories contain both teacher-read student together. The fully decodable Solo Stories are read by	tive reading instruction: phonemic av xt while building reading independen d text and fully decodable student tex	wareness, phonics, vo ce and confidence thr	cabulary, ough unique	1-50318-667-3	_
	comprehension, and fluency. Students explore meaningful te Duet and Solo Stories. Duet Stories contain both teacher-read student together. The fully decodable Solo Stories are read by READ WELL 1 Student Package for 24	tive reading instruction: phonemic av xt while building reading independen d text and fully decodable student tex	wareness, phonics, vo ce and confidence thr	cabulary, ough unique	1-59318-667-3 1-59318-669-X	
	comprehension, and fluency. Students explore meaningful te Duet and Solo Stories. Duet Stories contain both teacher-read student together. The fully decodable Solo Stories are read by READ WELL 1 Student Package for 24 READ WELL 1 Student Package for 6	tive reading instruction: phonemic av xt while building reading independen d text and fully decodable student tex	wareness, phonics, vo ce and confidence thr	cabulary, ough unique	1-59318-669-X	
	comprehension, and fluency. Students explore meaningful te Duet and Solo Stories. Duet Stories contain both teacher-read student together. The fully decodable Solo Stories are read by READ WELL 1 Student Package for 24 READ WELL 1 Student Package for 6 READ WELL 1 Student Magazines A (Set of 6)	tive reading instruction: phonemic av xt while building reading independen d text and fully decodable student tex	wareness, phonics, vo ce and confidence thr	cabulary, ough unique	1-59318-669-X 1-59318-622-3	- - - -
	comprehension, and fluency. Students explore meaningful te Duet and Solo Stories. Duet Stories contain both teacher-read student together. The fully decodable Solo Stories are read by READ WELL 1 Student Package for 24 READ WELL 1 Student Package for 6 READ WELL 1 Student Magazines A (Set of 6) READ WELL 1 Student Magazines B (Set of 6)	tive reading instruction: phonemic av xt while building reading independen d text and fully decodable student tex y the student independently.	wareness, phonics, vo ce and confidence thr	cabulary, ough unique	1-59318-669-X 1-59318-622-3 1-59318-623-1	- - - -
	comprehension, and fluency. Students explore meaningful te Duet and Solo Stories. Duet Stories contain both teacher-read student together. The fully decodable Solo Stories are read by READ WELL 1 Student Package for 24 READ WELL 1 Student Package for 6 READ WELL 1 Student Magazines A (Set of 6) READ WELL 1 Student Magazines B (Set of 6) READ WELL 1 Student Decoding Book 1, Units 1-9 (Set of 6)	tive reading instruction: phonemic av xt while building reading independen d text and fully decodable student tex y the student independently.	wareness, phonics, vo ce and confidence thr	cabulary, ough unique	1-59318-669-X 1-59318-622-3 1-59318-623-1 1-59318-657-6	- - - - -
	comprehension, and fluency. Students explore meaningful te Duet and Solo Stories. Duet Stories contain both teacher-read student together. The fully decodable Solo Stories are read by READ WELL 1 Student Package for 24 READ WELL 1 Student Package for 6 READ WELL 1 Student Magazines A (Set of 6) READ WELL 1 Student Magazines B (Set of 6) READ WELL 1 Student Decoding Book 1, Units 1-9 (Set of 6) READ WELL 1 Student Decoding Book 2, Units 10-23 (Set of 6)	tive reading instruction: phonemic avertive reading instruction: phonemic avertive the building reading independent text and fully decodable student independently.	wareness, phonics, vo ce and confidence thr	cabulary, ough unique	1-59318-669-X 1-59318-622-3 1-59318-623-1 1-59318-657-6 1-59318-658-4	- - - - -
	comprehension, and fluency. Students explore meaningful te Duet and Solo Stories. Duet Stories contain both teacher-read student together. The fully decodable Solo Stories are read by READ WELL 1 Student Package for 24 READ WELL 1 Student Package for 6 READ WELL 1 Student Magazines A (Set of 6) READ WELL 1 Student Magazines B (Set of 6) READ WELL 1 Student Decoding Book 1, Units 1-9 (Set of 6) READ WELL 1 Student Decoding Book 2, Units 10-23 (Set of READ WELL 1 Student Decoding Book 3, Units 24-29	tive reading instruction: phonemic avertive reading instruction: phonemic avertive the building reading independent text and fully decodable student independently.	wareness, phonics, vo ce and confidence thr	cabulary, ough unique	1-59318-669-X 1-59318-622-3 1-59318-623-1 1-59318-657-6 1-59318-658-4 1-59318-659-2	-
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Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Sopris West	READ WELL 1 Instructor Package (Continued)	'	1		
Educational	READ WELL 1 Sound and Word Cards	,			1-59318-519-7	1
Services	READ WELL 1 ABC Wall Cards				1-59318-619-3	1
Annual -2006	READ WELL 1 Blending Cards	1-59318-518-9				
	READ WELL 1 Poem Posters	1-59318-621-5				
	READ WELL 1 CD of Songs	1-59318-618-5				
	READ WELL 1 PLUS Instructor Package (12 Additional Read	I Well 1 Units)			1-59318-545-6	1
	READ WELL 1 PLUS Student Package for 6	·			1-59318-602-9	
	READ WELL 1 PLUS Comprehension & Skill Workbook, Unit	s 39-50 (Set of 6)			1-59318-544-8	
	READ WELL 1 PLUS Student Storybooks, Units 39-50 (Set of	of 6)			1-59318-547-2	
	READ WELL 1 PLUS Student Exercise Book, Units 39-50 (Se	et of 6)			1-59318-546-4	
	READ WELL 1 PLUS Program Guide – Getting Started: A Gu	iide to Implementation			1-59318-538-3	
	READ WELL 1 PLUS Homework Blackline Masters				1-59318-541-3	
	READ WELL 1 PLUS Comprehension & Skill Blackline Maste	ers		_	1-59318-542-1	
SRA / McGraw-Hill Annual -2006	Summer Adventures Kit Grade 1 Note: Excellent Summer Program. Key Features:	Harris, Graham	2006	1	0076042103	*See Note
	Reader 5 Pack Grade 1				0076042154	
SRA/	Summer Adventures Kit Grade 2	Harris, Graham	2006	2	0076042111	*See Note
McGraw-Hill Annual -2006	Note: Excellent Summer Program. Key Features:					
	Reader 5 Pack Grade 2				0076042162	
SRA/	Summer Adventures Kit Grade 3	Harris, Graham	2006	3	007604212X	*See Note
McGraw-Hill Annual -2006	Note: Excellent Summer Program. Key Features:					
	Reader 5 Pack Grade 3				0076042170	
SRA / McGraw-Hill	SRA Early Intervention. In Reading Student Edition Level 2	Torgesen	2005	2	0076026825	*See Note
Annual -2006	Explicit, intensive, teacher-directed instructional methods bas attains high levels of student achievement. Lessons are scrip Efficient pacing, grouping, correction procedures, and positive materials and tasks clearly in logical sequence, allows studer provides opportunities for guided and independent practice. Comprehensive integrated skills and strategies: pre-reading writing/listening/speaking skills, and fluency practice meet the	oted to ensure consistency and to e reinforcement methods are em to to practice all concepts and so Students are grouped according skills, decoding strategies, comp	hat specific instruction occu phasized to accelerate lear kills so that they achieve m to achievement in placeme prehension strategies, litera	ars in sequence. Thing. Presents astery. Program ant test. Try skills,		

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Achieve 3000 Annual -2006	KidBiz3000®	Achieve3000	2001	4-8	Web based	*See Note
	Note: Intervention as comprehension. Correlation to the Idaho Content Standards: Grade 4 = 50%; Grade 5 = 50%; Grade 6 = 50%; Grade 7 = 48%; Grade 8 = 44%. Key Features: During their first session, each student takes LevelSet – an online reading placement test which results in a Lexile and reading level for each student. (Another version of the test is administered halfway through the academic or program year, and then again on the last day of sessions, as a summative assessment and measure of program success.) Once they have been placed in the program, students follow a simple, five-step process that improves vocabulary, comprehension and reading fluency, as well as writing and technology skills. Each of these five steps is based on best practices evolved out of decades of research. They are: Step 1. Set a schema. Step 2. Read for information. Step 3. Demonstrate mastery. Step 4. Construct meaning. Step 5. Form an opinion. S Includes a teacher and administrator version with a variety of reporting and lesson planning features.					
Key Features: During their first session, each student takes LevelSet – an online reading placement test which results in a Lexile and reading level for each student. (Another version of the test is administered halfway through the academic or program year, and then again on the last day of sessions, as a summative assessment and measure of program success.) Once they have been placed in the program, students follow a simple, five-step process that improves vocabulary, comprehension and reading fluency, as well as writing and technology skills. Each of these five steps is based on best practices evolved out of decades of research. They are: Step 1. Set a schema. Step 2. Read for information. Step 3. Demonstrate mastery. Step 4. Construct meaning. Step 5. Form an opinion. S Includes a teacher and administrator version with a variety of reporting and lesson planning features.						
Great Source Education Group	Reading Advantage, Level A	Robb, et al.	2005	6 - 12	0669531839	*See Note
					0000001000	"See Note
	Note: Intervention as comprehension. Correlation to the Grade 9 = 31%; Grade 10 = 31%. Grade 11 = 29%; Gra		6 = 80%; Grade 7 = 77%; G	1	0000001000	*See Note

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Great Source Education	Reading Advantage, Level B Note: Intervention as comprehension. Correlation to the Idah	Robb, et al.	2005	6 - 12	0669531847	*See Note
Group Annual -2006	Grade 9 = 82%; Grade 10 = 75%. Grade 11 = 50%; Grade 12 Key Features: Is a reading intervention program for middle an students' progress in comprehension, word study and phonics Theme Magazines packed with original selections (primarily not interviews, and photo essays. Carefully written to match stude appropriate reading practice to assure students become succeedach level of Reading Advantage. Packed with essential plan step-by-step lesson support. Strategy instruction is included in understanding, understanding text structure, engaging with a text structure.	= 50%. d high school students. Each kit , vocabulary, and fluency. kit inconfiction) representing a variety ents' instructional level, each ma essful, strategic readers. A comp ning and implementation guidelin n every lesson. Key comprehen-	provides essential mater cludes multiple copies of f of genres including news gazine provides engaging prehensive Teacher's Editi nes, each Teacher's Editi sion strategies include: m	ials to support our full-color articles, g, age- tion supports on provides		
Great Source	Reading Advantage, Level C	Robb, et al.	2005	6 - 12	0669531855	*See Note
Annual -2006	Key Features: Is a reading intervention program for middle and students' progress in comprehension, word study and phonics. Theme Magazines packed with original selections (primarily ninterviews, and photo essays. Carefully written to match stude appropriate reading practice to assure students become succeedach level of Reading Advantage. Packed with essential plan step-by-step lesson support. Strategy instruction is included in understanding, understanding text structure, engaging with a text structure.					
Great Source	Reading Advantage, Level D	Robb, et al.	2005	6 - 12	0669531863	*See Note
Education Group Annual -2006	Reading Advantage, Level D Robb, et al. Ro					

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Great Source	Reading Advantage, Level E	Robb, et al.	2006	6 - 12	0669506389	*See Note
Education Group Annual -2006	Note: Intervention as comprehension. Correlation to the Idah Grade 9 = 31%; Grade 10 = 31%. Grade 11 = 29%; Grade 12 Key Features: Is a reading intervention program for middle an students' progress in comprehension, word study and phonics. Theme Magazines packed with original selections (primarily n interviews, and photo essays. Carefully written to match stude appropriate reading practice to assure students become succeeach level of Reading Advantage. Packed with essential plan step-by-step lesson support. Strategy instruction is included in understanding, understanding text structure, engaging with a step-by-step lesson support.	= 29%. d high school students. Each kit provis, vocabulary, and fluency. kit include onfiction) representing a variety of gents' instructional level, each magazinessful, strategic readers. A comprehening and implementation guidelines, on every lesson. Key comprehensions	rides essential materi s multiple copies of f nres including news ne provides engaging ensive Teacher's Editi each Teacher's Editic strategies include: m	ials to support our full-color articles, I, age- tion supports on provides		
Great Source	Reading Advantage, Level F	Robb, et al.	2006	6 - 12	0669506508	*See Note
Group Annual -2006	Grade 9 = 50%; Grade 10 = 50%. Grade 11 = 14%; Grade 12 Key Features: Is a reading intervention program for middle an students' progress in comprehension, word study and phonics Theme Magazines packed with original selections (primarily ninterviews, and photo essays. Carefully written to match stude appropriate reading practice to assure students become succeeach level of Reading Advantage. Packed with essential plan step-by-step lesson support. Strategy instruction is included in understanding, understanding text structure, engaging with a text structure.	our full-color articles, g, age- tion supports on provides				
Siboney	Orchard Language Arts	Siboney Learning Group	2005	4-6	0-7839-2739-8	*See Note
Learning Group Annual -2006						
Sopris West Educational	LANGUAGE! 3 rd Edition Training Kit/Teacher Resource Kit Book C	Jane Fell Greene, EdD	2005	4-8	1593185901	*See Note
Services Annual -2006	Note: Recommended as a Comprehensive Intervention Program. Correlation to Idaho Content Standards Grade 4 = 42%; Grade 5 = 43%; Grade 6 = 35%; Grade 7 = 37%; Grade 8 = 40%. Key Features:					
	LANGUAGE! 3 rd Edition Placement: Student Edition				1-57035-547-9]
	LANGUAGE! 3 rd Edition Placement: Teacher Edition LANGUAGE! 3 rd Edition Teacher Resource Guide				1-57035-546-0 1-59318-564-2	-

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation			
Sopris West	LANGUAGE! 3 rd Edition Training Kit/Teacher F	Resource Kit Book C (Conti	nued)	•					
Educational	LANGUAGE! 3 rd Edition Sortegories CD-ROM Books A-F	•	•		1-59318-690-8	1			
Services	LANGUAGE! 3 rd Edition Sortegories CD-ROM Books A-F (5 c	opies)			1-59318-691-6				
Annual -2006	LANGUAGE! 3 rd Edition Words for Teachers CD-ROM Books	A-F			1-59318-308-9	1			
	LANGUAGE! 3rd Edition Online Assessment System 1-year su	ubscription			422590704128				
	LANGUAGE! 3 rd Edition Speaking and Listening to the English	h Language			1-59318-315-1				
Sopris West	LANGUAGE! 3 rd Edition Teacher Set Book D	Jane Fell Greene, EdD	2005	4-9	1593184409	*See Note			
Educational Services Annual -2006	Note: Recommended as a Cmprehensive Intervention Progra 54%; Grade 6 = 50%; Grade 7 = 37%; Grade 8= 48%; Grade Kev Features:		andards Grade 4 = 58	%; Grade 5 =					
	LANGUAGE! 3 rd Edition Student Set Book D				1-59318-434-4				
	LANGUAGE! 3 rd Edition Student Text Book D				1-59318-371-2				
	LANGUAGE! 3 rd Edition Interactive Text Book D	1-59318-372-0							
	LANGUAGE! 3 rd Edition eReader CD-ROM Book D	1-59318-491-3							
	LANGUAGE! 3 rd Edition eReader CD-ROM Book D (Set of 5)	1-59318-696-7	1						
	LANGUAGE! 3 rd Edition Instructional Planning Tool CD-ROM Book D								
	LANGUAGE! 3 rd Edition Assessment: Content Mastery Book D					1			
	LANGUAGE! 3 rd Edition Assessment: Summative Test & Prog				1-59318-297-X 1-59318-381-X	1			
Sopris West	LANGUAGE! 3 rd Edition Teacher Set Book E	Jane Fell Greene, EdD	2005	4-9	1593184417	*See Note			
Educational Services Annual -2006	Note: Recommended as a Comprehensive Intervention Progr 65%; Grade 6 = 70%; Grade 7 = 63%; Grade 8= 52%; Grade Key Features:								
	LANGUAGE! 3 rd Edition Student Set Book E				1-59318-435-2	1			
	LANGUAGE! 3 rd Edition Student Text Book E	1-59318-375-5	1						
	LANGUAGE! 3 rd Edition Interactive Text Book E	1-59318-376-3							
	LANGUAGE! 3 rd Edition eReader CD-ROM Book E	1-59318-492-1							
	LANGUAGE! 3 rd Edition eReader CD-ROM Book E (Set of 5)	1-59318-697-5							
	LANGUAGE! 3rd Edition Instructional Planning Tool CD-ROM	Book E			1-59318-556-1				
	LANGUAGE! 3 rd Edition Assessment: Content Mastery Book I	E			1-59318-298-8				
	LANGUAGE! 3rd Edition Assessment: Summative Test & Prog				1-59318-382-8	1			
Sopris West	LANGUAGE! 3 rd Edition Teacher Set Book F	Jane Fell Greene, EdD	2005	4-12	1593184425	*See Note			
Educational	Note: Recommended as a Comprehensive Intervention Progr	·		3%; Grade 5 =		1			
Services	47%; Grade 6 = 39%; Grade 7 = 41%; Grade 8= 44%; Grade								
Annual -2006	Key Features:					_			
	LANGUAGE! 3 rd Edition Student Set Book F				1-59318-436-0	_			
	LANGUAGE! 3 rd Edition Student Text Book F				1-59318-379-8	1			
	LANGUAGE! 3 rd Edition Interactive Text Book F				1-59318-380-1				

Committee Recommendation 2006
Research Based Reading
*Correlation to: "Idaho's Research Based Reading Requirements grades 4-12

teading Interven	ition					Grades 4-1
Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Sopris West	LANGUAGE! 3 rd Edition Teacher Set Book F (0	Continued)	<u> </u>			
Educational	LANGUAGE! 3 rd Edition eReader CD-ROM Book F				1-59318-493-X	
Services	LANGUAGE! 3 rd Edition eReader CD-ROM Book F (Set of 5)				1-59318-698-3	
Annual -2006	LANGUAGE! 3 rd Edition Instructional Planning Tool CD-ROM	Book F			1-59318-557-X	
Alliadi 2000	LANGUAGE! 3 rd Edition Assessment: Content Mastery Book				1-59318-299-6	
	LANGUAGE! 3 rd Edition Assessment: Summative Test & Programme Test & Prog				1-59318-383-6	
	REWARDS Intermediate Teacher Guide	Archer, Gleason, & Vachon	2006	4-6	1593185510	*See Note
Sopris West Educational Services Annual -2006 SRA / McGraw-Hill Annual -2006	Note: Program focus on Phonics & decoding. Correlation to the Idaho Content Standards: Grade 4 = 8%; Grade 5 = 8%; Grade 6 = 8%. Key Features: Designed specifically for students in grades 4-6 who have mastered single-syllable words but who lack word identification skills and are slower oral readers than their peers. Can be used in general and special education classroom with large groups, small groups and individual students. In addition, REWARDS Intermediate can be used in Title I, summer school and after-school programs. Teaches a simple and flexible strategy to decode multisyllabic words containing two to eight parts. Teaches student to read multisyllabic words in content-area textbooks and provides fluency practice to increase reading speed and accuracy. Contains 25 teacher-directed and scripted lessons. Teacher's Guide includes blackline masters of all overheads, assessments and 2 posters. REWARDS Intermediate Student Books (Set of 10) REWARDS Intermediate Classroom Set for 10 Students REWARDS Intermediate Classroom Set for 20 Students REWARDS Intermediate Transparencies Summer Adventures Kit Grade 4 Key Features: Is a new remedial reading and writing program designed to span a six-week period with 30 instructionally sound reading lessons in each level. This program is used to provide students with strong phonics instruction, with an emphasis on vocabulary skills, and a review of comprehension and writing skills. has easy-to-follow program offers: Research-based instruction				1-59318-554-5 1-59318-680-0 1-59318-681-9 1-59318-553-7 0076042138	*See Note
	Concepts, review of skills, and practice activities presented in application of comprehension and writing skills Paired fiction that span grades. Each grade level contains the same six the the same classroom Reader 5 Pack Grade 4	and non-fiction reading selections	s, organized into high-int	erest themes	0076042189	
SRA/	Summer Adventures Kit Grade 5	Harris, Graham	2006	5	0076042146	*See Note
McGraw-Hill Annual -2006	Key Features: Is a new remedial reading and writing program reading lessons in each level. This program is used to provide vocabulary skills, and a review of comprehension and writing Concepts, review of skills, and practice activities presented in	e students with strong phonics inst	ruction, with an emphasi	is on		

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation	
SRA / McGraw-Hill	Corrective Reading Comprehension: Corrective Reading A Teacher Materials	Engelmann	1999	4-12	0026748339	*See Note	
Annual -2006	Note: Excellent intervention for non-readers Key Features:						
	Corr Read Comp A Student Workbook (Pkg. of 5)				0026748320		
	Corr Read A BLM Practicing Comprehension Skills: Standa	ardized Test Format			0075727854		
	Corr Read Comp A Mastery Test Package				0026748029		
SRA / McGraw-Hill	Corrective Reading Comprehension: B1 Teacher Materials	Engelmann	1999	4-12	0026748347	*See Note	
Annual -2006	Note: Excellent intervention for non-readers Key Features:						
	Corr Read Comp B1 Workbook				0026748061		
	Corr Read Comp B1 BLM for Practice & Enrichment	0026748088					
	Corr Read B1 BLM Practicing Comp. Skills: Standardized 1	0075727862					
SRA / McGraw-Hill	Corrective Reading Comprehension: B2 Teacher Materials	Engelmann	1999	4-12	0026748355	*See Note	
Annual -2006	Note: Excellent intervention for non-readers			· I			
	Key Features:						
	Corr Read Comp B2 Workbook				0026748126		
	Corr Read Comp B2 BLM for Practice & Enrichment		0026748142			1	
	Corr Read B2 Practicing Comprehension Skills: Standardiz	0075727870					
	Corr Read Comp B2 Mastery Test Package				0026748134		
SRA / McGraw-Hill	Corrective Reading Comprehension: C Teacher Materials	Engelmann	1999	4-12	0026748363	*See Note	
Annual -2006	Note: Excellent intervention for non-readers	•					
	Key Features:						
	Corr Read Comp C Student Book	0026748185					
	Corr Read Comp C Workbook						
	Corr Read Comp C BLM for Practice & Enrichment						
	Corr Read C Practicing Comprehension Skills: Standardized Test Format						
	Corr Read Comp C Mastery Test Package						
	Corr Read Decoding & Comp Series Guide				0026748371	1	
	D I Professional Development Video Series				0075723840		

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
SRA / McGraw-Hill	CORRECTIVE READING DECODING A Teacher Materials	Engelmann	1999	4-12	002674824X	*See Note
Annual -2006	Key Featurers:				0000740004	
	Corr Read Decoding A Student Workbook (Pkg. of 5) Corr Read Decoding A BLM for Practice & Enrichment				0026748231 0026747758	
	Corr Read A BLM Practicing Decoding Skills: Standardized	Test Format			0020747738	
	Corr Read Decoding Mastery Test Package	1 CSC 1 Offinat			002674774X	
SRA / McGraw-Hill Annual -2006	Corrective Reading Decoding B1 Teacher Materials Note: Excellent intervention for non-readers	Engelmann	1999	4-12	0026748266	*See Note
	Key Features: Corr Read Decoding B1 Student Book				0000747700	
	Corr Read Decoding B1 Student Book Corr Read Decoding B1 Workbook (Pkg. of 5)	0026747790 0026748258				
	Corr Read Decoding B1 Workbook (Fkg. 015) Corr Read Decoding B1 BLM for Practice & Enrichment	0026747839	_			
	Corr Read B1 BLM Practicing Decoding Skills: Standardize	007572782X				
	Corr Read Decoding B1 High Interest Readers (Pkg./6)	0075725479				
	Corr Read Decoding B1 Mastery Test Package				0026747820	
SRA / McGraw-Hill	Corrective Read Decoding B2, Teacher Materials	Engelmann	1999	4-12	0026748282	*See Note
Annual -2006	Note: Excellent intervention for non-readers Key Features:		L			
	Corr Read Decoding B2 Student Book				0026747863	
	Corr Read Decoding B2 Workbook (Pkg. of 5)	0026748274				
	Corr Read Decoding B2 BLM for Practice & Enrichment	0026747898				
	Corr Read B2 BLM Practicing Decoding Skills: Standardize	0075727838				
	Corr Read Decoding B2 High Interest Readers: Tom & Rich	ky Series		0075725487	1	
	Corr Read Decoding B2 Mastery Test Package				002674788X	
SRA / McGraw-Hill	Corrective Reading Decoding C Teacher Materials	Engelmann	1999	4-12	0026748312	*See Note
Annual -2006	Note: Excellent intervention for non-readers	=				
	Key Features:					
	Corr Read Decoding C Student Book				0026747936	
	Corr Read Decoding C Workbook (Pkg. of 5)					1
	Corr Read Decoding C BLM for Practice & Enrichment					
	Corr Read C BLM Practicing Decoding Skills: Standardized				0026747960 0075727846	
	Corr Read Decoding C High Interest Readers: Trail Blazer	Series			0075725495	
	Corr Read Decoding C High Interest Readers: High Advent	ure Series			0075725509	
	Corr Read Decoding C Mastery Test Package				0026747952	

Research Based Reading Annual Grades 4-12

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Zaner-Bloser,	Read for Real Teacher Edition – Level B	Crawford, Martin, Philbin, Rizynski, Linse	2004	4	0736723587	*See Note
Annual -2006	Note: Intervention for fluency & vocabulary. Key Features: Read for Real Pupil Edition – Level B				0736723528	
Zaner-Bloser, Inc.	Read for Real Teacher Edition – Level D	Crawford, Martin, Philbin, Rizynski, Linse	2004	6	0736723609	*See Note
Annual -2006	Note: Intervention for fluency & vocabulary. Correlates 69% to the reading content standards. Key Features: Read for Real Pupil Edition – Level D				0736723544	

Contract period 9/1/05 - 8/31/10

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan /	Macmillan/McGraw-Hill Leveled Reader	Shanahan, et al	2007	6	0-02-193792-3	R
McGraw-Hill	Program: Leveled Reader Library					
Interim 1 -2006)	Note: Approved as a "Resource" material. Key Features:					
	Leveled Reader Library: Approaching (6 each of 30 titles)				0-02-197492-6	
	Listening Library CD's – Approaching Leveled Readers	al a ma		4	0-02-194346-X	
	Leveled Reader Library: Approaching Teacher's Guide Pac Leveled Reader Library: On-Level (6 each of 30 titles)	скаде		-	0-02-197513-2 0-02-197511-6	-
	Listening Library CD's – On-Level (6 each of 30 titles)			-	0-02-197511-6	_
	Leveled Reader Library: On-Level Teacher's Guide Packac	na		┪	0-02-194555-9	-
	Leveled Reader Library: Beyond (6 each of 30 titles)	<u>jo</u>		1	0-02-197512-4	1
	Listening Library CD's – Beyond Leveled Readers			1	0-02-194363-X	
	Leveled Reader Library: Beyond Teacher's Guide Package					
	Running Records and 30 Benchmark Books Package	1	0-02-196931-0			
	Comprehension Cards		0-02-194762-7			
	Leveled Reader Handbook		0-02-196961-2 0-02-196964-7			
	Comprehension Assessment	Comprehension Assessment				
Zaner-Bloser, Inc.	Read for Real Teacher Edition – Level E	Crawford, Martin, Philbin, Rizynski, Linse	2004	7	0736723617	67%
(Interim 1 -2006)	Keyt Features:					
internii 1 -2000)	Read for Real Pupil Edition – Level E				0736723552	
Zaner-Bloser, nc.	Read for Real Teacher Edition – Level F	Crawford, Martin, Philbin, Rizynski, Linse	2004	8	0736723625	83%
IIC. Interim 1 -2006)	Key Features:.]				
internii 1 -2000)	Read for Real Pupil Edition – Level F				0736723560	
Zaner-Bloser,	Word Wisdom Pupil Edition – Level F	Jerry Zutell, PhD	2004	6	0736724508	38.5%
nc. Interim 1 -2006)	Note: Correlates 83% to Standard 2. Excellent for vocabulary. Key Features:				0736724567	
111teriiii 1 -2000)	Word Wisdom Teacher Edition – Level F	Word Wisdom Teacher Edition – Level F				
Zaner-Bloser,	Word Wisdom Pupil Edition – Level G	Jerry Zutell, PhD	2004	7	0736724516	37%
nc. Interim 1 -2006)	Note: Correlates 83% to Standard 2. Excellent for vocabulary. Key Features:					
eiiii i -2000)	Word Wisdom Teacher Edition – Level G				0736724575	
Zaner-Bloser,	Word Wisdom Pupil Edition – Level H	Jerry Zutell, PhD	2004	8	0736724524	45%
nc.	Note: Correlates 77% to Standard 2. Excellent for vocabul Key Features:	ary.				
Interim 1 -2006)	Word Wisdom Teacher Edition – level H		0736724583	1		

J. SUBJECT:

Approval of "Connections 2004: Statewide Plan for Technology in Idaho"

BACKGROUND:

The statutory requirements of the Idaho Education Technology Initiative of 1994, states that the State Board of Education should annually review and approve the statewide technology plan developed by the Idaho Council for Technology in Learning (ICTL). As indicated in the report by the state Office of Performance Evaluations (OPE), this has not been done.

While the ICTL is currently working on the completion of the new statewide technology plan (K-20 Plan), this new plan will not be ready for Board approval until spring 2007. Therefore, in order to formally meet the requirements of the statute, it is recommended that the State Board review and approve the current 2004 state technology plan until the new K-20 plan is complete.

RECOMMENDATIONS:

The ICTL staff recommends the approval of the 2004 State Technology Plan until the new K-20 Plan is presented in spring 2007.

BOARD ACTION:

A motion to appro Idaho."	ve "Connections ?	2004: Statewide	Plan for Technology	ir
Moved by	Seconded by _	Carrie	ed Yes No	

ATTACHMENTS:

1. Connections 2004: Statewide Plan for Technology in Idaho



Statewide Plan for Technology in Idaho

Published by:
Dr. Marilyn Howard
State Superintendent of Public Instruction
Idaho State Department of Education
2004







STATE OF IDAHO

OFFICE OF
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
BOISE

DR. MARILYN HOWARD

(208) 332-6811 FAX (208) 334-2228

January, 2004

We live in exciting times. Advances in educational technology are changing the landscape of teaching, and Idaho is poised to take full advantage of these changes. From the Internet, which connects our students and teachers to their peers around the world, to the compressed video conferencing that enables learners to take classes that would otherwise be unavailable, technology is advancing educational opportunities for all learners.

This technology plan is a blueprint for action. It sets the course for the future in educational technology. It was compiled from the comments and suggestions of hundreds of Idahoans, members of the Idaho Legislature and the Idaho Council for Technology in Learning, and students, teachers, administrators, and representatives of business and industry, and it reflects their keen appreciation for the potential of technology in education.

Technology is increasingly important to our classrooms and administrative offices. Idaho's schools depend on a continuing level of adequate funding to ensure that our students are among the best prepared in the nation. Those children deserve no less.

It is my pleasure to present A Statewide Plan for Technology in Idaho Public Schools.

Marilyn Howard, Ed.D.

State Superintendent of Public Instruction

Marilyn Howard

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EXECUTIVE SUMMARY

Overview

The Statewide Plan for Technology in Idaho is based on six goals that reflect the essence of the No Child Left Behind Act of 2001. No Child Left Behind (NCLB) emphasizes the importance of the education students receive to ensure their participation and productivity in a future steeped in technological advancement.

No Child Left Behind

The No Child Left Behind (NCLB) Act of 2001 is based on four fundamental aspirations: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. The Act's basic premise is to bridge the educational gap experienced by minority and disadvantaged students.

Statewide Technology Goals

The Statewide Technology Goals echo the spirit of the No Child Left Behind Act of 2001. The goals focus on (Technology) Integration, Technological Literacy, Professional Development, Collaboration, Technology Systems and Assessment, Evaluation and Publication. These goals are aimed at providing the means necessary for the educational success of each student.

Appendices

Idaho Council for Technology in Learning
Advisory Team
No Child Left Behind
Federal Content Requirements
Related State (Office of the State Board of Education - OSBE) and Federal (NCLB) Goals
Glossary

Format

Within this document, objectives, actions and performance measures were established for each of the six goal areas. As resources and priorities vary throughout the state, it is anticipated that action items will be implemented differently by school districts. As well, different levels of responsibility (State and District) are included and are indicated by the following notation:

S – State

D - District

Vision

Idaho envisions a model of education that ensures all students have the knowledge and skills to be successful life long learners. Idaho schools are places where students are motivated to learn by integrating technology into quality instruction. Families communities and educators collaborate to prepare knowledgeable citizens for the future.

MISSION

Idaho promotes a thorough system of education that models effective design, implementation and evaluation of educational technology to support student achievement.

STATEWIDE TECHNOLOGY GOALS

Integration

Improve the quality, effectiveness and relevance of instruction and learning by integrating technology with curriculum.

Technology Literacy

Assist every student to become technologically literate.

Professional Development

Promote professional development in technology use that enhances the educational process.

Collaboration

Promote the collaboration of schools, libraries, community members, state agencies, organizations, business and industry, post-secondary institutions, and public virtual learning environments to meet the needs of all learners.

Technology Systems

Create and maintain compatible and secure technology systems that enhance the efficient operation of schools.

Assessment, Evaluation and Publication

Assess, evaluate and publicize the effects of technology use by educators and students toward student learning and achievement.

NTEGRATION

Improve the quality, effectiveness and relevance of instruction and learning by integrating technology with curriculum.

Narrative

Technology is everywhere and imbedded in everything. Digitized white boards, wireless communications, electronic note pads, Personal Digital Assistants (PDAs), electronic chip ignitions, Global Positioning Systems (GPS), Internet video streaming, Word Processor software, Spreadsheet software, Presentation software, Student Data Management software, Curriculum Management software, and the list goes on and on. Technological knowledge is therefore, an important element in the success of students, educators and administrators. Integration of technology with curriculum is such a fundamental step; it is the precept on which the other five goals are based.

Objective A

Include technology integration sample applications and content knowledge and skills in the Idaho State Achievement Standards and Courses of Study.

Actions

- O S Integrate and align State technology standards with State content standards for students.
- O S Integrate State assessments for students' progress in meeting technology standards into, and align with, the State assessment of students' progress in meeting content standards.
- O S Include suggested activities for technology integration in Courses of Study guides.

Performance Measures

- □ S State technology standards are integrated into and aligned with State content standards for students.
- □ S State assessments for student's progress in meeting technology standards are integrated into and aligned with State assessment of students' progress in meeting content standards.
- □ S Courses of Study guides include suggested activities for technology integration.

Data Preparation and Reporting

- S Status of integration and alignment progress (based on rubric)
- S Resulting effects of integration and alignment activities on student achievement (based on rubric)
- S Number and description of updated Course of Study guides.

See Appendix D for Federal Content Requirements

See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective B

Identify innovative strategies and research-based best practices for integrating technology with curriculum and instruction.

Actions

- O S, D Develop and maintain resources apprising all K-12 personnel with innovative teaching/learning strategies supported by research-based instructional methods and practices. (e.g. web site, press releases, newsletter)
- O S, D Provide on-line access to technology-infused lesson plans, classroom examples, and other digital resources aligned to State Achievement Standards through vehicles such as state web sites and ISIMS, to increase educator's understanding of how to incorporate technology most appropriately and effectively into instruction.

- O S, D Collect and distribute examples of local best practices.
- S Promote a statewide curriculum management system to support technology integration for student academic achievement.

Performance Measures

- □ S, D K-12 personnel are continually apprised with innovative teaching and learning strategies supported by research-based instructional methods and practices, by means of web site, press releases, newsletter, etc.
- □ S, D On-line access of resources designed to increase an educator's understanding of how to incorporate technology most appropriately and effectively into instruction is available (e.g. technology-infused lesson plans, classroom examples, and other digital resources aligned to the Idaho State Achievement Standards through vehicles such as state web sites and ISIMS).
- □ S, D Best practices from local entities are collected, and distributed, via the Internet, etc.
- □ S A statewide curriculum management system to support technology integration for student academic achievement is either a "work-in-process" or is implemented.

Data Preparation and Reporting

- S, D Quantify the usage of the latest i.e. innovative in teaching/learning strategies supported by research-based instructional methods and practices by comparing circulated resources to accessed resources.
- S, D Survey educators to ascertain their assessment of their understanding, and the ease regarding how to: appropriately and effectively incorporate technology into instruction.
- ☆ S, D Number and description of best practices collected and distributed.
- ☆ S Status of statewide curriculum management system implementation.

See Appendix D for Federal Content Requirements See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective C

Promote the development of district curricula that incorporate innovative strategies and best practices for integrating technology with learning objectives.

Actions

- O S, D Integrate and align State technology standards into and with local curriculum guides for students.
- O S, D Integrate and align State assessments for students' progress in meeting technology standards into and with local assessments of students' progress in meeting curriculum standards.
- O S, D Include suggested activities to incorporate innovative strategies and best practices for integrating technology with Local curriculum guides.

Performance Measures

- □ S, D State technology standards are integrated into and aligned with local curriculum guides for students.
- S, D State assessments for student's progress in meeting technology standards are integrated into and aligned with local assessments of students' progress in meeting curriculum standards.
- □ S, D Local curriculum guides and technology are integrated based on suggested innovative strategies and best practices.

Data Preparation and Reporting

- S, D Status of integration and alignment progress (based on rubric).
- S, D Resulting effects of integration and alignment activities on student achievement (based on rubric).
- S, D Number and description of updated local curriculum guides.

NTEGRATION

See Appendix D for Federal Content Requirements See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

TECHNOLOGICAL LITERACY

Assist every student to become technologically literate.

Narrative

As the future workforce of our generation, our children will be required to know the basics of many computerized processes and systems to be successful in their respective endeavors. As educators, it is incumbent upon us to provide the basic skills necessary to function effectively in an ever-advancing technological world.

Objective A

Ensure delivery of technology education that is in conformance with Idaho Student Information Technology Standards and International Society for Technology in Education (ISTE) Standards for Students.

Actions

- O S Align Idaho Student Information Technology Standards (ISITS) and respective benchmarks with International Society for Technology in Education (ISTE) standards for students.
- O S Promote sound understanding of the nature and operation of technology systems as appropriate per grade level as outlined in the Idaho Student Information Technology Standards (ISITS).

Performance Measures

- □ S Idaho Student Information Technology Standards (ISITS) are aligned with International Society for Technology in Education (ISTE) Student Standards.
- □ S Include Idaho Student Information Technology Standards (ISITS) within the Courses of Study.

Data Preparation and Reporting

S - Results of Students' demonstration of proficiency in the use of technology as appropriate to grade level benchmark(s) as outlined in International Society for Technology in Education (ISTE) and Idaho Student Information Technology Standards (ISITS), in the categories of:

Basic operations and concepts;

Social, ethical, and human issues;

Technology productivity tools;

Technology communications tools;

Technology research tools;

Technology problem-solving and decision-making tools.

See Appendix D for Federal Content Requirements

See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective B

Support learners with special needs and varied linguistic, cultural, ethnic and socio-economic backgrounds.

Actions

- **O** S, D Promote and provide support toward the use of assistive technologies for special needs students.
- O S, D Identify the education delivery needs of learners with varied linguistic, cultural, ethnic and socio-economic backgrounds.
- O S, D Provide optional education delivery methods to meet the needs of learners with varied linguistic, cultural, ethnic and socio-economic backgrounds.

Performance Measures

- □ S, D Special needs students are meeting, and or exceeding, technological literacy standards, using assistive technologies when necessary.
- □ S, D Education delivery needs of learners with varied linguistic, cultural, ethnic and socio-economic backgrounds have been identified.
- S, D Optional education delivery methods to meet the needs of learners with varied linguistic, cultural, ethnic and socio-economic backgrounds are implemented.

Data Preparation and Reporting

- S, D Provide a description of the assistive technologies available to special needs students and the percentage of special needs students meeting and or exceeding technological literacy standards.
- S, D Education delivery needs of learners with varied linguistic, cultural, ethnic and socio-economic backgrounds have been identified.
- S, D Optional education delivery methods to meet the needs of learners with varied linguistic, cultural, ethnic and socio-economic backgrounds are implemented.

See Appendix D for Federal Content Requirements See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective C

Develop programs that prepare students for both entry-level jobs and postsecondary technical and academic opportunities in the field of technology.

Actions

O S - Assist the post-secondary institutions in the development and alignment of Professional Technical Education (PTE) programs.

Performance Measures

□ S – Professional Technical Education (PTE) programs are developed, aligned and articulated with post-secondary institutions.

Data Preparation and Reporting

S - Collect data on the number of Professional Technical Education (PTE) programs available and on the percentage of students participating in those programs.

See Appendix D for Federal Content Requirements See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

PROFESSIONAL DEVELOPMENT

Promote professional development in technology use that enhances the educational process.

Narrative

To achieve technology integration and technological literacy, we must look to professional development in technology use. Educators and administrators must be well versed in the application and applicability of technology in the classroom. The focus of professional development for educators and administrators must be that of how to use technology and when to use technology to ensure the education received by students will foster achievement and success.

Objective A

Encourage districts to develop policies and procedures that support the ongoing improvement of technology literacy and technology integration.

Actions

- O S Establish standards or implement ISTE standards regarding the professional development of educators on the subject of technology literacy and the process of technology integration in the schools.
- O S, D Provide guidelines for the development of district policies and procedures that address the professional development of educators on the subject of technology literacy and the subsequent process of technology integration in the schools.
- O S Establish timelines for districts to report the status of their respective planning and development activities regarding the improvement of teaching and administration on the subjects of technology literacy and technology integration.

Performance Measures

- □ S Standards are established regarding the professional development of educators on the subjects of technology literacy and the process of technology integration in the schools.
- □ D District policies and procedures that address the professional development of educators on the subjects of technology literacy and the process of technology in their respective schools are developed.
- □ S Timelines for districts to report the status of their respective planning and development activities regarding the improvement of teaching and administration on the subjects of technology literacy and technology integration are established.

Data Preparation and Reporting

- S Provide a copy of the established standards.
- ☆ S, D Report the districts that:

Have not yet started;

Are in progress;

Have completed but not implemented;

Have implemented;

Of those districts with implemented policies and procedures, include an assessment of progress regarding the impact the professional development policies and procedures have made on educators, using a rubric profile.

S - Provide the established reporting timelines for districts to report the status and progress of their respective planning, development and implementation activities.

See Appendix D for Federal Content Requirements See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective B

Identify and disseminate technology-based instructional practices.

Actions

- O S, D Develop database of technology-based instructional practices as a resource to other educators.
- S, D Develop accessible delivery method of technology-based instructional practices as a resource to all educators.
- O S, D Develop method to track results of sharing technology-based instructional practices as compared with overall student achievement over a designated period.
- O S, D Write evaluation criteria to assess and make recommendations toward the improvement of technology-based instructional practices and the maximization of student learning and achievement.
- O S, D Provide resources for data collection, analysis, interpretation, application and subsequent communication.

Performance Measures

- □ S, D Development of a database of technology-based instructional practices as a resource to all educators.
- S, D Development of accessible delivery method of technology-based instructional practices as a resource to all educators.
- □ S, D Development of method to track results of sharing technology-based instructional practices as compared with overall student achievement over a designated period.
- □ S, D Evaluation criteria to assess and make recommendations toward the improvement of technology-based instructional practices and the maximization of student learning and achievement is available.
- □ S, D Data, regarding the impact technology-based instructional practices are having on student learning and achievement, are collected, analyzed and interpreted. Assessments and recommendations are made and are communicated.

Data Preparation and Reporting

- S, D Status and progress of technology-based instructional practices database development and implementation.
- S, D Status and progress of technology-based instructional practices database access, to include districts that are using this resource and of those districts, how many have found it useful.
- S, D Report comparison results of those educators applying the information provided in the technology-based instructional practices database with their respective students' achievement levels annually for the duration of this technology plan period. This assumes a baseline of statistical data (prior to the implementation of the technology-based instructional practices database) will need to be included for comparison purposes.
- S, D Provide documentation on the evaluation criteria to assess and make recommendations toward the improvement of technology-based instructional practices and the maximization of student learning and achievement is available.
- S, D Report interpreted results and those assessments and recommendations made based on evaluation criteria designed to identify instructional improvement and maximization of student learning and achievement.

See Appendix D for Federal Content Requirements See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective C

Develop policies and procedures that improve district productivity and administrative processes.

Actions

- O S, D Develop policy that defines professional development to include administrators, technology coordinators, teachers, counselors, support staff, program faculty and state level leaders.
- O S, D Develop policy that emphasizes effective technology usage across the curriculum and in student assessment.
- O S, D Develop procedures to address unusual challenges, such as urban and rural settings and impoverished communities within districts.
- O S, D Develop policy and procedures that support aid for increased lead time for planning activities and exemplary technology usage in professional development e.g. virtual communities-of-practice.
- O S, D Develop policy and procedures that provide for technical training programs at all levels of professional development.

Performance Measures

- □ S, D Policy defines professional development to include administrators, technology coordinators, teachers, counselors, support staff, program faculty and state level leaders.
- □ S, D Policy emphasizes effective technology usage across the curriculum and in student assessment.
- □ S, D Procedures address unusual challenges, such as urban and rural settings and impoverished communities within districts.
- □ S, D Policy and procedures support aid for increased lead-time for planning activities and exemplary technology usage in professional development.
- □ S, D Policy and procedures provide for technical training programs at all levels of professional development which result in regional technology centers, quality reviews and the adoption of digital resource(s) guidelines.

Data Preparation and Reporting

- S, D Provide status and progress of the professional development definition policy. When completed, provide the policy in its entirety.
- S, D Provide status and progress of the effective technology use policy. When completed, provide the policy in its entirety.
- S, D Provide status and progress of the "unusual challenges" policy. When completed, provide the policy in its entirety.
- S, D Provide status and progress of the support policy. When completed, provide the policy in its entirety.
- S, D Provide status and progress of the technical training program policy and procedures. When completed, provide the policy in its entirety.

See Appendix D for Federal Content Requirements See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

COLLABORATION

Promote the collaboration of schools, libraries, community members, state agencies, organizations, business and industry, post-secondary institutions, and public virtual learning environments to meet the needs of all learners.

Narrative

Collaboration is an effective way to employ resources toward the achievement of any goal, in this case, five goals: Integration, Technological Literacy, Professional Development, Technology Systems and Assessment, Evaluation and Publication. By collaborating with the education community at large, as well as public, private and virtual entities, we leverage skills, best practices and the synergism created by a whole host of contributors working together.

Objective A

Create an environment that fosters meaningful collaboration between School Districts and Libraries (e.g. public, state, and universities).

Actions

- O S, D Provide Districts with guidance necessary to involve a librarian in their respective technology planning process.
- O S, D Provide technical support and or resources to connect libraries and schools via Telecommunications systems.
- O S, D Promote utilization of shared services among the libraries.

Performance Measures

- □ S, D Number of districts that have a librarian on their respective district planning teams.
- □ S, D Number of schools and libraries that are members of a regional library network.
- □ S, D Number of districts that share services e.g.:

Inter-Library loans are transacted,

Districts use LiLI,

Districts use shared catalogs and participate in virtual reference services.

Data Preparation and Reporting

Number and description of:

- S, D Districts with a librarian on their respective district planning team.
- S, D Schools, and libraries, which are members of a regional library network.
- S, D Inter-Library loan transactions, districts using LiL1, and districts using shared catalogs and participating in virtual reference services.

See Appendix D for Federal Content Requirements See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective B

Create an environment that fosters meaningful collaboration between School Districts and Community members (e.g. parents, patrons, citizens)

Actions

O S, D - Encourage Districts to involve a community member in their technology plan process.

- O S, D Provide guidance to Districts on offering after school program (i.e. community technology centers)
- O S, D Promote District offering of Adult Literacy service programs (GED, LEP)
- O S, D Provide technical resources necessary to offer accessibility to special needs community members.

Performance Measures

- □ S, D Number of Districts that have a community member on their respective district planning teams.
- S, D Number of Districts that offer after-school programs for community members.
- □ S, D Number of Districts that offer adult literacy service programs.
- □ S, D Number of Districts that serve special needs community members.

Data Preparation and Reporting

Number and description of:

- S, D Districts that have a community member on their respective district planning teams.
- S, D Districts that offer after-school programs for community members.
- S, D Districts that offer adult literacy service programs.
- S, D Districts that serve special needs members.

See Appendix D for Federal Content Requirements See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective C

Create an environment that fosters meaningful collaboration between School Districts, and State and Local Agencies (e.g. PTE, SDE, OSBE, Vo-Rehab, IF&G, H&W, Corrections, Federal, Legislature, City, County Law Enforcement)

Actions

- O S, D Guide Districts on how to involve other state and local entities in their technology planning process.
- O S, D Provide the technical environment to allow data to be shared among Districts and, state and local entities.
- O S, D Provide options for districts to offer teacher incentives, for those teachers that initiate collaborative activities with other districts, as well as state and local agencies.

Performance Measures

- S, D Number of Districts that involve other state and local entities in their technology plan process.
- □ S, D Number of Districts that share data with state and local entities.
- S, D Number of Districts that provide options and offer teacher incentives, for those teachers that initiate collaborative activities with other districts, as well as state and local entities.

Data Preparation and Reporting

Number and description of:

- S, D Districts involving other state and local agencies in their technology plan.
- S, D District, State and Local Entities that share data.
- S, D Districts providing incentives, financial or otherwise, to teachers who collaborate with other districts, as well as state and local entities.

See Appendix D for Federal Content Requirements See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective D

Create an environment that fosters meaningful collaboration between School Districts and Organizations (e.g. PTA, service clubs, fraternities)

Actions

- O S, D Encourage Districts to involve service clubs in their technology planning process.
- S, D Support Districts to collaborate with service clubs for fund raising and support to provide technologyfocused.

Scholarships;

Instructional aides for special needs students;

Assistive Technology issues/grants.

O S, D - Provide guidelines for Districts to work with service clubs to foster mentoring relationships between technology-oriented service club members and students.

Performance Measures

- □ S, D Number of Districts that involve service clubs in their technology planning process.
- □ S, D Number of Districts that work in partnership with service clubs for fund raising and support to provide technology-focused:

Scholarships;

Instructional aides for special needs students;

Assistive Technology issues/grants.

□ S, D - Number of Districts that work with service clubs to foster mentoring relationships between technology-oriented service club members and students.

Data Preparation and Reporting

Number and description of:

- S, D Districts that have involved service clubs in their technology plan process.
- S, D Financial contributions in support of technology by service organizations.
- S, D Examples of mentoring relationships, in terms of, objectives and activities between technology-oriented mentors and students.

See Appendix D for Federal Content Requirements

See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective E

Create an environment that fosters meaningful collaboration between School Districts and, Business and Industry (e.g. industry, foundations, Chambers of Commerce)

Actions

- O S, D Encourage Districts to involve business and industry in their technology planning process.
- O S, D Support Districts to collaborate with business and industry for fund raising and support to provide technology-focused:

Scholarships;

Instructional aides for special needs students.;

Assistive Technology issues/grants.

O S, D - Provide guidelines for Districts to work with business and industry to foster mentoring relationships between technology-oriented constituents and student.

Performance Measures

- □ S, D Number of Districts that involve business and industry in their technology planning process.
- S, D Number of Districts that work in partnership with business and industry for fund raising and support to provide technology-focused:

Scholarships;

Instructional aides for special needs students;

Assistive Technology issues/grants.

□ S, D - Number of Districts that work with business and industry to foster mentoring relationships between technology-oriented constituents and students.

Data Preparation and Reporting

Number and description of:

- S, D Districts, which have involved business and industry in their technology, plan process.
- S, D Financial contributions raised in support of technology by business and industry.
- S, D Examples of mentoring relationships, in terms of, objectives and activities between technology-oriented mentors and students.

See Appendix D for Federal Content Requirements See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective F

Create an environment that fosters meaningful collaboration between School Districts and Post-secondary institutions (e.g. public and private colleges, universities, technical schools)

Actions

- O S, D Encourage Districts to involve post-secondary institutions in their technology planning process.
- O S, D Support Districts to collaborate with post-secondary institutions to provide technology-focused:

Teacher prep/in-service/pre-service;

Professional development and evaluation;

Graduate work;

Grant writing

Libraries

O S, D - Provide guidelines for Districts to work with post-secondary institutions to elicit facilitation and hosting activities between technology-oriented educators and students.

Performance Measures

- S, D Number of Districts that involve post-secondary institutions in their technology planning process.
- □ S, D Number of Districts that collaborate with post-secondary institutions to provide technology-focused:

 Teacher prep/in-service/pre-service;

Professional development and evaluation;

Graduate work:

Grant writing

Libraries

S, D - Number of Districts that work with post-secondary institutions to elicit facilitation and hosting activities between technology-oriented educators and students.

Data Preparation and Reporting

Number and description of:

- S, D Districts that have involved post-secondary institutions in their technology plan process.
- S, D Districts that have collaborated with post-secondary institutions to provide technologyfocused teacher education and professional development, graduate work, grant writing and libraries.
- S, D Examples of facilitation and hosting activities between technology-oriented educators and students.

See Appendix D for Federal Content Requirements See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective G

Create an environment that fosters meaningful collaboration between School Districts and with Public virtual learning environments (e.g. Idaho Digital Learning Academy, ARTEC).

Actions

- O S, D Encourage Districts to involve representatives of public virtual learning environments in their technology planning process.
- O S, D Support Districts to collaborate with public virtual learning environments representatives to provide accessible* technology-focused education:

Distance learning;

Coursework;

School to work programs;

O S, D - Provide guidelines for Districts to work with post-secondary institutions to facilitate a standard data collection process of student data, to ensure proper tracking of educational accomplishments via a public virtual learning environment.

*In this context, the word "accessible" means, "to employ assistive technologies to ensure virtual learning environments are accessible to special needs students".

Performance Measures

- □ S, D Number of Districts that involve representatives of public virtual learning environments in their technology planning process.
- □ S, D Number of Districts that collaborate with public virtual learning environments representatives to provide accessible* technology-focused education:

Distance learning;

Coursework;

School to Work (ARTEC)

S, D - Number of Districts that work with post-secondary institutions to facilitate a standard data collection process of student data, to ensure proper tracking of educational accomplishments via a public virtual learning environment.

*In this context, the word "accessible" means, "to employ assistive technologies to ensure virtual learning environments are accessible to special needs students".

Data Preparation and Reporting

Number and description of:

- S, D Districts that involve representatives of public virtual learning environments in their technology planning process.
- S, D Districts that collaborate with public virtual learning environments representatives to provide *accessible technology-focused education:

Distance learning;

Coursework:

School to Work (ARTEC)

S, D - Districts that work with representatives of public virtual learning environments to facilitate a standard data collection process of student data. Include data elements needed for proper tracking.

*In this context, the word "accessible" means, "to employ assistive technologies to ensure virtual learning environments are accessible to special needs students".

See Appendix D for Federal Content Requirements See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective H

Create an environment that fosters meaningful collaboration between School Districts and "Other" Schools (e.g. Private, charter, home schools)

Actions

- O S, D Encourage Districts to involve representatives of "Other" schools in their technology planning and assessment process.
- O S, D Promote Districts' sharing of student data and best practices and vice versa with "Other" schools, as well as hosting professional development activities.
- O S, D Support Districts to collaborate with "Other" schools to provide accessible* technology-focused education:

Student training;

Technology integration with student achievement;

O S, D - Provide guidelines for Districts to work with "Other" schools to facilitate a standard data collection process of student data, to ensure proper tracking of educational accomplishments via a "Other" Schools.

*In this context, the word "accessible" means, "to employ assistive technologies to ensure virtual learning environments are accessible to special needs students".

Performance Measures

S, D - Number of Districts that involve representatives of "Other" schools in their technology planning and assessment process.

COLLABORATION

- S, D Number of Districts that share student data and best practices and vice versa with "Other" schools, to include both entities hosting professional development activities.
- □ S, D Number of Districts that collaborate with "Other" schools to provide accessible* technology-focused education:

Student training;

Technology integration with student achievement;

S, D - Number of Districts that work with "Other" schools to facilitate a standard data collection process of student data, to ensure proper tracking of educational accomplishments via a "Other" Schools.

*In this context, the word "accessible" means, "to employ assistive technologies to ensure virtual learning environments are accessible to special needs students".

Data Preparation and Reporting

Number and description of:

- S, D Districts that involve representatives of "Other" schools in their technology planning and assessment process.
- S, D Districts' that share student data and best practices and vice versa with "Other" schools, as well as the Districts that host professional development activities.
- S, D Districts that collaborate with "Other" schools to provide *accessible technology-focused education:

Student training;

Technology integration with student achievement;

S, D - Districts that work with "Other" schools to facilitate a standard data collection process of student data, to ensure proper tracking of educational accomplishments via a "Other" Schools.*In this context, the word "accessible" means, "to employ assistive technologies to ensure virtual learning environments are accessible to special needs students".

See Appendix D for Federal Content Requirements See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

TECHNOLOGY SYSTEMS

Create and maintain compatible and secure technology systems that enhance the efficient operation of schools.

Narrative

Technology systems are the operational backbone of the education process. Technology systems provide the means necessary to communicate, educate, inform, collaborate, share, transfer, access and manage data, processes and applications regarding students, teachers, administrators, curriculum, buildings, districts, etc. Technology systems that foster high productivity and utility are necessary to support effective education and administration; which in turn, promote student academic achievement.

Objective A

Ensure compatibility of statewide technology systems.

Actions

- S Create and maintain data compatibility standards.
- S Create and maintain hardware and software compatibility standards.
- O S Develop standards for technology acquisition e.g. firmware, middleware, hardware and software.
- O S Develop access standards for distance and virtual learning resources, to include the employment of assistive technology.
- O S Based on CIPA guidelines for Internet access, develop standards for Internet access.
- O S Based on section 508 of the Rehabilitation Act, develop standards on the employment and application of assistive technologies.

Performance Measures

- □ S Data compatibility standards are created and maintained.
- □ S Hardware and software compatibility standards are created and maintained.
- □ S Standards for technology acquisition e.g. firmware, middleware, hardware and software are developed and maintained.
- □ S Access standards for distance and virtual learning resources, to include the employment of assistive technology are developed and maintained.
- S Based on CIPA guidelines for Internet access, standards for Internet access are developed and maintained.
- □ S Based on section 508 of the Rehabilitation Act, standards for the employment and application of assistive technologies are developed and maintained.

Data Preparation and Reporting

- S Provide status and progress of the data compatibility standards. When completed, provide assessment accordingly.
- S Provide status and progress of the hardware and software compatibility standards. When completed, provide assessment accordingly.
- S Provide status and progress of the technology acquisition e.g. firmware, middleware, hardware and software compatibility standards. When completed, provide assessment accordingly.

- S Provide status and progress of the distance and virtual learning resources access standards. When completed, provide assessment accordingly.
- S Provide status and progress of the standards for Internet access. When completed, provide assessment accordingly.
- S Provide status and progress of the standards for assistive technology employment and application, when completed, provide assessment accordingly.

See Appendix D for Federal Content Requirements See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective B

Provide a statewide network infrastructure (routers, bridges, repeaters, optical fiber, cable, wireless, WiFi, etc.) that supports inter-connectivity and intra-connectivity.

Actions

- O S Participate in the creation and implementation of a state of Idaho-based communications network that will provide statewide connectivity for all public entities (e.g. IDANET).
- O S Participate in the creation and implementation of a University-based network that will provide statewide connectivity for schools and private entities (e.g. EDUNET)
- O S, D To facilitate the creation of EDUNET and for general standardization and consolidation to ensure cost-savings, survey technology use in terms of:

Service and or product: cost, vendor, description, application;

Which respective ports are blocked;

Who controls the respective network;

What firewall products are in use; etc.

Performance Measures

- □ S A statewide communications network is created and implemented.
- □ S A statewide university-based connectivity network is created and implemented.
- □ S, D Statewide technology use is surveyed and documented accordingly.

Data Preparation and Reporting

- S Report the status and progress of the creation and implementation of IDANET. When completed, provide a description of the services provided, note any areas of the state of Idaho that not able to connect to IDANET, note the number of entities connected to IDANET, include information about total implementation costs and projected annual maintenance costs.
- S Report the status and progress of the creation and implementation of EDUNET. When completed, provide a description of the services provided, note any areas of the state of Idaho that are not able to connect to EDUNET, note the number of entities, private and public, connected to EDUNET, include information about total implementation costs and projected annual maintenance costs, as well as usage revenues from private users.
- S, D Report the status and progress of the survey. If complete, report the results of the survey by technology use category, including the supporting data e.g. service or product: cost, vendor, description, application; blocked ports, network controls, firewalls, etc.

See Appendix D for Federal Content Requirements See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective C

Provide statewide curriculum management and student data management systems.

Actions

- O S Provide a curriculum management system to align curriculum with state standards, local curriculum, etc.
- S Provide a statewide student data management system.

Performance Measures

- □ S A curriculum management system to align curriculum with state standards, local curriculum, etc. is implemented
- □ S A statewide student data management system is implemented.

Data Preparation and Reporting

- S Report status and progress of the curriculum management system implementation process. When implementation is complete, provide an evaluation of the effectiveness and level of utility of the system implemented.
- S Report status and progress of the student data management system implementation process. When implementation is complete, provide an evaluation of the effectiveness and level of utility of the system implemented.

See Appendix D for Federal Content Requirements See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective D

Secure the use of technology to prevent unauthorized access and to promote safe access.

Actions

- O S, D Promote regular updates in virus protection/firewall software.
- O S, D Promote the utilization of Internet firewalls (2-way), proxy servers and blocking software.
- O S, D Promote best practices to ensure the security of district computer networks that address the:

Prevention of unauthorized access to business and student record;

Maintenance of confidentiality of information;

Employment of hardware and software security measures;

Use of login scripts, etc.

- O S, D Restriction of Internet sites deemed unsuitable by CIPA guidelines
- O S, D Comply with CIPA legislation i.e. promote CIPA awareness of legislation and federal requirements.

Performance Measures

- $\ \square$ S, D Number of districts that use Virus protection/firewall software/hardware.
- □ S, D Number of districts that use an Internet firewalls (2-way), proxy servers and blocking software.
- □ S, D Best practices are applied by the districts and the state to ensure the security of district computer networks, to include:

Prevention of unauthorized access to business and student record:

Maintenance of confidentiality of information;

Employment of hardware and software security measures;

Use of login scripts, etc.

□ S, D - Number of districts that restrict Internet sites deemed unsuitable by CIPA guidelines and number of districts that have CIPA certification.

Data Preparation and Reporting

- S, D Provide date/time/procedural information on the scheduled updates to virus protection/firewall software.
- S, D Provide descriptive information of the types of Internet firewalls (2-way), proxy servers and blocking software promoted by the state and employed by the districts and the state.
- S, D Provide a synopsis of the best practices used by the state and the districts that ensure the security of district computer networks address the:

Prevention of unauthorized access to business and student record;

Maintenance of confidentiality of information;

Employment of hardware and software security measures;

Use of login scripts, etc.

S, D - Provide the number of districts that restrict Internet sites deemed unsuitable by CIPA guidelines and number of districts that have CIPA certification.

See Appendix D for Federal Content Requirements See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective E

Provide cost-effective means to acquire, maintain and access technology e.g. software, hardware, networks, etc.

Actions

- O S Create, maintain and disseminate a select vendor list, to include Internet links, when available.
- O S Create and maintain a select product list, to include Internet links, when available.

Performance Measures

- □ S A select vendor list is created, maintained and disseminated, including Internet links, when available.
- □ S A select product list is created, maintained and disseminated, including Internet links, when available.

Data Preparation and Reporting

- S Create, maintain and disseminate a select vendor list, to include Internet links, when available.
- S Create and maintain a select (or brand) product, to include Internet links, when available.

See Appendix D for Federal Content Requirements

See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective F

Provide network administration services, maintenance and support.

Actions

- O S, D Provide support to rural and remote districts' networking and telecommunications infrastructures.
- O S, D Provide guidelines for appropriate courses and other learning opportunities for students to engage in the: installation, maintenance and support of technology.

Performance Measures

- □ S, D Resources to support rural and remote districts' networking and telecommunications infrastructures are provided
- S, D Guidelines for appropriate courses and other learning opportunities for students to engage in the: installation, maintenance and support of technology, are provided.

Data Preparation and Reporting

- S, D Report the number of districts using the resources. Include the context of the support provided.
- S, D Report the number of districts employing student "tech support" and provide the respective courses and learning opportunities. Include the districts not employing student "tech support" and provide justification accordingly.

See Appendix D for Federal Content Requirements See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Assessment, Evaluation and Publication

Assess, evaluate and publicize the effects of technology use by educators and students toward student learning and achievement.

Narrative

The cycle of performance, assessment, evaluation and publication is the way in which we effectively measure actual against targeted performance i.e. compare the "action" with the "performance measure" and determine the level of success. An evaluation will tell us if we tasked ourselves with the correct actions in terms of addressing the essence of the respective goal and objectives. Publicizing our results will provide a forum of input and commentary necessary to ensure we acknowledge trend changes in technology, education and business and allows us to refine the Statewide Plan for Technology in Idaho accordingly.

Objective A

Provide an annual assessment and evaluation of the use of technology to enhance student learning and achievement.

Actions

- O S, D Develop a three-year K-12 statewide technology plan and assess the results annually.
- O S Develop metrics to evaluate the use of the statewide K-12 technology plan on enhancing student learning and achievement, using the report information provided for each goal and respective objectives.

Performance Measures

- □ S, D Three-year statewide technology plan is developed and the results of which are reviewed annually.
- □ S Metrics are developed that evaluate the use of the statewide K-12 technology plan on enhancing student learning and achievement, using the report information provided for each goal and respective objectives.

Data Preparation and Reporting

- S, D- Provide status and progress on the development and modification of the three-year statewide K-12 technology plan. When completed, provide an assessment of the action plans developed, the resources assigned and the status of the deliverables of each action plan.
- S Provide an evaluation of the statewide technology plan in terms of its impact on student learning and student achievement.

See Appendix D for Federal Content Requirements See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective B

Publicize the use of technology to enhance student learning and achievement.

Actions

- O S, D Publish the results of the annual assessment performed on the statewide K-12 technology plan .
- O S Receive feedback and commentary from public forums to ensure public participation and involvement.

Performance Measures

S,D - Results of the annual assessment of the statewide K-12 technology plan are published.

ASSESSMENT, EVALUATION AND PUBLICATION

S - Feedback and commentary received from public forums are evaluated and applied as enhancements to the statewide K-12 technology plan.

Data Preparation and Reporting

- S, D Provide the communication methods used to disseminate the results of the statewide K-12 technology plan and include the intended audience.
- S Categorize the public commentary and note where and how it was applied to the statewide K-12 technology plan.

See Appendix D for Federal Content Requirements See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

APPENDICES

Appendix A: Idaho Council for Technology in Learning

Appendix B: Advisory Team

Appendix C: No Child Left Behind

Appendix D: Federal Content Requirements

Appendix E: Related State (OSBE) and Federal (NCLB) Goals

Appendix F: Glossary

IDAHO COUNCIL FOR TECHNOLOGY IN IDAHO

Melvin Richardson, Senator, ICTL Chair

Bill Leaf, Cascade School District, ICTL Sub Chair, Public Education Information Committee (PEITC) Chair Ann Joslin, Idaho State Library, Higher Education Information Technology (HEITC) Chair

Allen Andersen, Representative

Bert Marley, Senator

Charles Ruch, Boise University President

Elizabeth Criner, Veritas Advisors

Gary Stivers, Office of the State Board of Education Executive Director

Karen Vauk, Executive Director and Manager of Community and Academic Relations, Micron Technology

Marilyn Howard, Superintendent of Public Instruction

Paula Conley, Public Education Information Technology Committee Member

Vern Newby, Local School Board Member

HIGHER EDUCATION INFORMATION TECHNOLOGY COMMITTEE

Ann Joslin, Idaho State Library, HEITC Chair

Carmen Rahm, Lewis-Clark State College

Christine Brady, Idaho State Historical Society

Dave O'Neill, Boise State University

Gens Johnson, KUID Idaho Public Television

Glenn Wilde, University of Idaho

Monti Pittman, Idaho Division of Professional Technical Education

Nancy Szofran, Office of the State Board of Education,

Randy Bow, Idaho School for the Deaf and the Blind

Terry Lay, Idaho State University

PUBLIC EDUCATION INFORMATION TECHNOLOGY COMMITTEE

Bill Leaf, Cascade School District, Chair, Sub Chair ICTL

Carolyn Mauer, State Department of Education, ICTL Subcommittee Advisor

Christopher Gibson, Jerome School District

Deb McGrath, Kuna Middle School

Karen Ganske, Nampa Librarian

Paula Conley, Coeur d'Alene School District, ICTL Board Member

Pete Black, Pocatello School District 25

Ray Mikelson, Lake City High School

Vickie Chandler, Vocational Education Public School Teacher

ADVISORY TEAM

In developing this draft document, two-day meetings were held in Boise on three different occasions. In addition to the meetings, participants continued discussions and revisions of the draft documents on-line. The following individuals had the opportunity to provide input during the planning and development meetings held in November 2002, March 2003, May 2003 and August 2003.

Advisors

Angel Ramos, Idaho School for the Deaf and the Blind

Ann Joslin, Idaho State Library

Betsy Goeltz, Blackfoot School District

Bill Leaf, Cascade School District

Bill Rasmussen, Pocatello School District

Bob England, Pocatello School District

Bob Sobotta Jr., Lewis-Clark State College

Bob Sobotta, Roman Catholic Diocese of Boise

Carol Williams, Soda Springs School District

Carolyn Thorsen, Boise State University

Christopher Gibson, Jerome School District

Cliff Green, Idaho School Boards Association

Cliff Swanson, Troy School District

Craig Lannigan, Lewiston School District

Dale Johnson, Avery School District

Dave Mecham, Firth School District

Dave O'Neill, Boise State University

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Jon Wilkerson, Post Falls School District

Karen Ganske, Nampa Library

Karen Vauk, Micron Technology Inc.

Karrie Whitehead, Idaho Charter School Network

Kendall Gjevre, St. Maries School District

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Mel Wiseman, Highland Jt School District
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Sheryl Bishop, Effective Solutions, Inc.
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NO CHILD LEFT BEHIND

From the "No Child Left Behind" overview:

On Jan. 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001 (NCLB). This new law represents his education reform plan and contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. It changes the federal government's role in kindergarten-through-grade-12 education by asking America's schools to describe their success in terms of what each student accomplishes. The act contains the President's four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

An "accountable" education system involves several critical steps:

- > States create their own standards for what a child should know and learn for all grades. Standards must be developed in math and reading immediately. Standards must also be developed for science by the 2005-06 school year.
- ➤ With standards in place, states must test every student's progress toward those standards by using tests that are aligned with the standards. Beginning in the 2002-03 school year, schools must administer tests in each of three grade spans: grades 3-5, grades 6-9, and grades 10-12 in all schools. Beginning in the 2005-06 school year, tests must be administered every year in grades 3 through 8 in math and reading. Beginning in the 2007-08 school year, science achievement must also be tested.
- ➤ Each state, school district and school will be expected to make adequate yearly progress toward meeting state standards. This progress will be measured for all students by sorting test results for students who are economically disadvantaged, from racial or ethnic minority groups, have disabilities, or have limited English proficiency.
- > School and district performance will be publicly reported in district and state report cards. Individual school results will be on the district report cards.
- ➤ If the district or school continually fails to make adequate progress toward the standards, then they will be held accountable.

The U.S. Department of Education wants to be a partner with states and school districts, and a resource for families and community members. If you have additional questions about No Child Left Behind, we encourage you to visit this website frequently. Also, visit www.ed.gov for more detailed information about the legislation.

Web Source: www.nochildleftbehind.gov/next/overview/index.html

FEDERAL CONTENT REQUIREMENTS

Integration

OBJECTIVE A

- Integration of technology with curricula and instruction
- Strategies for improving academic achievement, technology integration
- Technical assistance
- Technology resources and systems

OBJECTIVE B

- Innovative delivery strategies
- Integration of technology with curricula and instruction
- Professional and curricular development
- Strategies for improving academic achievement, technology integration
- Technical assistance
- Technology resources and systems

OBJECTIVE C

- Integration of technology with curricula and instruction
- Strategies for improving academic achievement, technology integration
- Technical assistance
- Technology resources and systems

Technological Literacy

OBJECTIVE A

- Innovate delivery strategies
- Integration of technology with curricula and instruction
- Strategies for improving academic achievement, technology integration

OBJECTIVE B

- Innovative delivery strategies
- Strategies for improving academic achievement, technology integration
- Technical assistance
- Technology resources and systems

OBJECTIVE C

- Innovative delivery strategies
- Strategies for improving academic achievement, technology integration
- Technical assistance
- Technology resources and systems

Professional Development

OBJECTIVE A

- Strategies for improving academic achievement, technology integration
- Integration of technology with curricula and instruction

OBJECTIVE B

- Public and private support § Strategies for parental involvement
- Strategies for improving academic achievement, technology integration

Collaboration

OBJECTIVE A

Innovative delivery strategies

Public and private support

OBJECTIVE B

- Strategies for improving academic achievement, technology integration
- Integration of technology with curricula and instruction
- Public and private support

OBJECTIVE C

- Strategies for improving academic achievement, technology integration
- Integration of technology with curricula and instruction
- Public and private support

OBJECTIVE D

- Strategies for improving academic achievement, technology integration
- Integration of technology with curricula and instruction

OBJECTIVE E

- Strategies for improving academic achievement, technology integration
- Integration of technology with curricula and instruction

OBJECTIVE F

- Strategies for improving academic achievement, technology integration
- Integration of technology with curricula and instruction
- Innovative delivery strategies
- Teacher incentives
- Competitive grant evaluation

OBJECTIVE G

- Strategies for improving academic achievement, technology integration
- Integration of technology with curricula and instruction
- Innovative delivery strategy

OBJECTIVE H

- Strategies for improving academic achievement, technology integration
- Integration of technology with curricula and instruction

Technology Systems

OBJECTIVE A

- Children's Internet Protection Act
- Technology resources and systems
- Innovative delivery strategies
- Steps to increase accessibility

OBJECTIVE B

- Strategies for improving academic achievement, technology integration
- Innovative delivery strategies
- Steps to increase accessibility

OBJECTIVE C

- Strategies for improving academic achievement, technology integration
- Innovative delivery strategies
- Steps to increase accessibility

OBJECTIVE D

- Children's Internet Protection Act
- Strategies for parental involvement
- Technology resources and systems

Innovative delivery strategies

OBJECTIVE E

- Technology resources and systems
- Innovative delivery strategies
- Steps to increase accessibility

OBJECTIVE F

- Strategies for improving academic achievement, technology integration
- Integration of technology with curricula and instruction
- Innovative delivery strategies
- Technology resources and systems

Assessment, Evaluation and Publication

OBJECTIVE A

- Strategies for improving academic achievement, technology integration
- Technology resources and systems

OBJECTIVE B

- Public and private support
- Strategies for parental involvement
- Strategies for improving academic achievement, technology integration

RELATED STATE (OSBE) AND FEDERAL (NCLB) GOALS

Integration		
OBJECTIVE A	OBJECTIVE B	OBJECTIVE C
NCLB	NCLB	NCLB
 Academic Achievement Technological Literacy Technology Integration 	 Academic Achievement Technological Literacy Technology Integration 	 Academic Achievement Technological Literacy Technology Integration
OSBE	OSBE	OSBE
1. Quality	1. Quality	1. Quality
2. Access	3. Relevance	3. Relevance
3. Relevance	4. Efficiency	4. Efficiency
4. Efficiency		

Technological Literacy		
OBJECTIVE A	OBJECTIVE B	OBJECTIVE C
NCLB	NCLB	NCLB
Academic Achievement Technological Literacy Technology Integration	 Academic Achievement Technological Literacy Technology Integration 	 Academic Achievement Technological Literacy Technology Integration
OSBE	OSBE	OSBE
1. Quality	1. Quality	1. Quality
2. Access	2. Access	3. Relevance
4. Efficiency	3. Relevance	4. Efficiency

Professional Development	
OBJECTIVE A	OBJECTIVE B
NCLB	NCLB
Academic Achievement Technological Literacy Technology Integration	Academic Achievement Technological Literacy Technology Integration
OSBE 1. Quality 2. Access 3. Relevance 4. Efficiency	OSBE 1. Quality 2. Access 3. Relevance 4. Efficiency

Collaboration		
OBJECTIVE A	OBJECTIVE B	OBJECTIVE C
NCLB	NCLB	NCLB
Technological Literacy Technology Integration	Academic Achievement Technological Literacy	Academic Achievement Technological Literacy
	3. Technology Integration	3. Technology Integration

Collaboration		
OBJECTIVE A	OBJECTIVE B	OBJECTIVE C
OSBE 2. Access 3. Relevance 4. Efficiency	OSBE 1. Quality 3. Relevance 4. Efficiency	OSBE 1. Quality 3. Relevance 4. Efficiency
OBJECTIVE D	OBJECTIVE E	OBJECTIVE F
NCLB	NCLB	NCLB
Academic Achievement Technological Literacy Technology Integration	 Academic Achievement Technological Literacy Technology Integration 	Academic Achievement Technological Literacy Technology Integration
OSBE 1. Quality 3. Relevance 4. Efficiency	OSBE 1. Quality 3. Relevance 4. Efficiency	OSBE 1. Quality 2. Access 3. Relevance 4. Efficiency
OBJECTIVE G	OBJECTIVE H	
NCLB	NCLB	
Technological Literacy Technology Integration	 Academic Achievement Technological Literacy Technology Integration 	
OSBE 1. Quality 3. Relevance 4. Efficiency	OSBE 1. Quality 3. Relevance 4. Efficiency	

Technology Systems		
OBJECTIVE A NCLB	OBJECTIVE B NCLB	OBJECTIVE C NCLB
Academic Achievement Technological Literacy Technology Integration	 Academic Achievement Technological Literacy Technology Integration 	 Academic Achievement Technological Literacy Technology Integration
OSBE 1. Quality 2. Access 3. Relevance 4. Efficiency	OSBE 1. Quality 2. Access 3. Relevance 4. Efficiency	OSBE 1. Quality 3. Relevance 4. Efficiency
OBJECTIVE D NCLB	OBJECTIVE E NCLB	OBJECTIVE F NCLB
 Academic Achievement Technological Literacy Technology Integration 	3. Technology Integration	 Academic Achievement Technological Literacy Technology Integration

APPENDIX E

Technology System	s		
OSBE	OSBE	OSBE	
1. Quality	1. Quality	1. Quality	
2. Access	2. Access	3. Relevance	
3. Relevance	3. Relevance	4. Efficiency	
4. Efficiency	4. Efficiency		

Assessment Evaluation and Publication	
OBJECTIVE A	OBJECTIVE B
NCLB	NCLB
Academic Achievement Technological Literacy Technology Integration	 Academic Achievement Technological Literacy Technology Integration
OSBE 1. Quality 2. Access 3. Relevance 4. Efficiency	OSBE 1. Quality 2. Access 3. Relevance 4. Efficiency

GLOSSARY

Assistive Technology

Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities.

Authentication

This is some process of proving the identity of a computer or computer user. For users, it generally involves a user name and password. For computers, they usually pass a code that identifies that they are part of a network.

Bandwidth

The range of transmission frequencies that a network can use. The greater the band-width, the greater the amount of information that can travel on the network at one time.

Bridge

A device that connects a one local area network (LAN) to another local area network and that the same protocol.

You can envision a bridge as being a device that decides whether a message from your computer to another computer is going remain on the local area network that your computer is connected to, or be sent over to the other local area network if the computer you're sending the message to is connected there. A bridge only knows about the two local area networks that it is connected between.

Broadband

The wide range of transmission frequencies that can be divided into separate channels to allow for the simultaneous transfer of information at different times and at different speeds.

Cable

Broadband Communications service provided by local cable companies. This service uses existing cable television wiring to connect computers and/or networks to the Internet. The speed of this service ranges between 400Kbps to 27Mbps.

The normal bandwidth speeds are between 400Kbps and 800Kbps.

Curriculum Management Software (CM) A collection of software programs and databases that organizes curriculum with it's matching goals, objectives, resources, and standards.

Database

A collection of data arranged in a logical manner for ease and speed of search and retrieval of information.

Digitized white boards

A device that electronically captures information from input in the form of writing and drawing. These devices are slowly replacing the Blackboard and Whiteboard that once were the focus points of classrooms. Digitized white boards can capture the information written on them and save it on a computer or other storage devices for use later by teachers and students.

Directory Services

A logical structure of objects that provides a unified view and way

APPENDIX F

to manage all objects on a network. Network Administrators can use this technology to manage networks.

Electronic note pads Ligh

Lightweight, hand-held computer designed for use as a personal organizer for taking notes relying on special hardware and penbased software to enable the recognition of handwritten input which is entered on the surface of a liquid crystal display screen.

Filtering

The process of examining each packet of information entering a network and discarding packets that no not meet a predetermined set of criteria.

Firewall

A device placed between a private network and the Internet to prevent unwanted network traffic from passing in either direction. Most firewalls generally support packet-filtering, proprietary application filtering, and some proxy functions.

Firmware

Software that is embedded onto a piece of hardware of a device, usually in permanent memory, to control the hardware of the device. Generally, firmware can be upgraded to get additional functionality or performance of the device.

Global Positioning Systems (GPS) A means of determining location on the surface of the Earth by using a system of satellites that orbit the Earth broadcasting the time via radio signals based on an internal atomic clock. The device measures the time it took to receive multiple signals from satellites, performs a calculation and determines where it is on the surface of the Earth.

Hardware

The physical components of a computer system, such as the circuitry, keyboard, mouse, and display.

Inter-connectivity

The overall logical structure and connections of networks and devices at the enterprise level using a common protocol such as TCP/IP.

Intra-connectivity

The overall logical structure and connections of networks and devices at the local level using a common protocol such as TCP/IP.

Local Area Network (LAN)

The connection of computers, peripherals, and devices in a limited area, usually less than two miles, that allows users and devices to communicate and share information.

Login script

A file usually run when a user logs into a network that sets the user's environment, connects their network drives to specific locations to specific servers, and connects specific printers.

Middleware

The software used to connect an application to a network. An example of a middleware application would be a network directory service or authentication service.

Network

A group of interconnected computers, peripherals and devices communicating via physical cable, or wireless, capable of

transferring information.

Optical Fiber

A transmission alternative to copper wire that uses light pulses to transmit information. A single strand of optical fiber can carry thousands of different frequencies simultaneously thus providing an almost unlimited amount of bandwidth.

Personal Digital Assistants (PDAs)

Lightweight, hand-held devices designed for use as a personal organizer with communications capabilities. A typical PDA has no keyboard, relying instead on special hardware and pen-based computer software to enable the recognition of handwritten input, which is entered on the surface of a liquid crystal display screen. PDAs are used as notepads, appointment schedulers, and wireless communicators for sending and receiving data, faxes, and electronic-mail messages.

Presentation software

Software used to organize and present information in a multimedia format.

Protocol

Rules governing transmitting and receiving data between computers and terminals.

Proxy

The use of one computer or device to make requests for another computer or device, or group of computers or devices over a network. Proxies can be used for Internet security, controlling connections, and be used to pass data between a network and Internet. Proxy servers can speed up access to the Internet by reducing the number of requests and responses. When a computer needs an object from the Internet, it makes a request to a Proxy server for the object along with the address of where to get it. The Proxy server makes the request to the Internet web server, downloads the page and objects, keeps a copy and passes the requested page to the computer. The next computer that makes the same request is then given the copy instead of having to go out to the Internet and re-download it.

Repeater

A device used to repeat a signal to send it further away or to many more devices.

Router

A device that connects one network to another network. A routing device can pass information from one network to an adjacent network or contain routing tables to "know" where the other networks are.

Software

The programs that run on computer hardware that help turn data into information. This can include operating systems, office suites, games, and Web browsers.

Spreadsheet software

This is a type of computer program that displays a group of cells (a 2D graph pattern) and allows for easy mathematical operations and relationships between the cells. The first major spreadsheet was Lotus 1-2-3. Today's most popular spreadsheet is Microsoft Excel.

APPENDIX F

Student Data Management software A collection of software and databases that collect, store, and provide information about students and their performance within

the educational system.

Telecommunications

systems

Communication using a combination of medias (wire, fiber, or wireless) in either a data infrastructure such as the Internet or

telephone infrastructure - either land-line or mobile.

Video streaming The technology that allows for the ability to play audio and video as

it is being downloaded to the device which is viewing it.

Virtual Learning Environments An organized system of delivering educational information and materials, and interacting with students located at various geographically separate sites through a variety of technology and

mediums.

Wireless Voice, data, or video communications without the use of connecting

wires.

Word Processor Software Software used to create, edit, and format documents. Common Word Processing software found today are Word, WordPerfect, and

Word Star.

K. SUBJECT:

Update the progress the ICTL is making on the OPE recommendations

BACKGROUND:

In the January 2005 report, "Public Education Technology Initiatives," the Office of Performance Evaluations (OPE) made 12 recommendations to improve the ability of the State Board of Education and the Idaho Council for Technology in Learning (ICTL) to comply with statute and fulfill their responsibilities for technology assessment and guidance.

In their August 2006 follow-up report, the OPE states, "The board and the council have each implemented one recommendation; the council is in the process of implementing five recommendations; three recommendations have not been implemented; and two recommendations have been addressed by changes to legislation and state plans."

DISCUSSION:

The following chart shows each OPE recommendation and finding, and the status of the ICTL's progress in response.

	OPE Recommendations	OPE Findings	Status
1	To comply with the statutory requirements of the Idaho Education Technology Initiative of 1994: a. The State Board of Education should annually review and approve the statewide technology plan developed by the ICTL.	Has not implemented	The 2004 State Technology Plan should be formally reviewed and accepted by the State Board of Education until work is completed on the K-20 Plan. The K-20 Plan will be presented to the ICTL at their December meeting for review and possible approval.
2	b. The ICTL should require school districts to submit a project plan as part of the application for annual grants. The plan should include a description of proposed purchases, effective classroom use, teacher training, and local matching funds.	In the process of implementing	With the input from Idaho Education Technology Association (IETA) and the Public Education Information Technology Sub- Committee (PEITC), restructuring of the Phase I and Phase II district technology surveys will be re-written to reflect OPE recommendations. Work will be presented to ICTL at their December meeting for review and possible approval.
3	c. The ICTL should identify and recommend to the State Board of Education exemplary education technology programs, practices, and products.	In the process of implementing	With input from the Idaho Education Technology Association (IETA) and the Public Education Information Technology Sub- Committee (PEITC), restructuring of the Phase I and Phase II district technology surveys will be re-written to reflect OPE recommendations. Work will be presented to ICTL at their December meeting for review and possible approval.

4	d. The ICTL should consult with Idaho Technology Resource Management Council (ITRMC) staff for guidance in adherence to ITRMC policies that would benefit school districts in their use of state technology dollars.	In the process of implementing	ICTL staff will seek guidance from ITRMC staff on technology policies that best fit schools and districts.
5	The State Board of Education should ensure the statewide education technology plan has the following elements: a. Assessment of current goals and realignment (if necessary) with statute. b. Timelines for achieving goals and objectives. c. Standards or benchmarks for performance measures. d. Standards and planning guidance for adequate district staffing for technical support. e. Guidance on finance, budgeting, and costeffective technology acquisition.	Has not implemented	Current work on the K-20 Plan will ensure that these recommendations are addressed. The K-20 draft will be presented to ICTL at their December meeting for review and possible approval.
6	If the intent of the ICTL is to disburse technology grant program dollars directly to charter schools, the council should modify the funding formula to reflect this.	Has implemented	The council addressed this recommendation in fall 2005 by adopting a revised funding formula that distributes funds directly to charter schools.
7	The ICTL should clarify annual appropriation bill intent language for the use of onetime funds for ongoing expenditures (including personnel) and communicate this intent to school districts.	Has addressed	In 2005 and 2006, appropriation bill language alleviated the need to accomplish this recommendation by specifying funds were to be used expressly for the purchase of equipment and software or for costs for Idaho Standards Achievement Test remedial instruction.
8	ICTL staff should improve the quality of technology information maintained and reported to the Legislature, and reduce the duplication of financial reporting requirements placed on school districts by: a. Coordinating with the State Department of Education's Bureau of Finance and Transportation and the Division of Accounting and Human Resources to obtain audited financial information already submitted by districts. b. Taking steps to improve quality controls of district technology inventory data, and using existing electronic information when available, in coordination with the State Department of Education's Bureau of Finance and Transportation.	In the process of implementing	With input from the Idaho Education Technology Association (IETA) and the Public Education Information Technology Sub- Committee (PEITC), restructuring of the Phase I and Phase II district technology surveys will be re-written to reflect OPE recommendations. Furthermore, coordination with the State Department of Education's Bureau of Finance and Transportation will eliminate duplication of financial information already submitted by districts. Work will be presented to ICTL at their December meeting for review and possible approval.
9	The ICTL should review the CEO Forum's technology assessment chart, used by other states, and develop a plan, including needed resources, for implementation of a similar assessment tool to meet Idaho's needs.	In the process of implementing	With input from the Idaho Education Technology Association (IETA) and the Public Education Information Technology Sub- Committee (PEITC), restructuring of the Phase I and Phase II district technology surveys will be re-written to reflect OPE recommendations. Work will be presented to ICTL at their December meeting for review and possible approval.

10	The ICTL should develop a standard ratio of computers-to-district technology support (measured by full-time equivalent employees).	Has not implemented	With input from the Idaho Education Technology Association (IETA) and the Public Education Information Technology Sub- Committee (PEITC), restructuring of the Phase I and Phase II district technology surveys will be re-written to reflect OPE recommendations. Work will be presented to ICTL at their December meeting for review and possible approval.
11	Should the State Department of Education invest state or federal dollars into the development of a statewide centralized student information management system, legislative financial auditors should consider including a review of the department's technology-related financial and budgetary practices as a part of their periodic audit work.	Is not germane to the state's current plans. However, should the Department of Education or the Board of Education pursue any statewide, centralized system - such as a centralized data warehouse or "longitudinal" data system, or centralized software - this recommendation should be addressed.	With the discontinuation of the ISIMS Project, there is no funding to create a statewide centralized student information management system.
12	The State Board of Education should formally revisit Idaho's eighth-grade technology standards, their purpose, and implementation relative to the requirements of the statewide technology plan and the No Child Left Behind Act of 2001.	Has implemented	The Board of Education formally approved eighth-grade technology standards at its October 2005 meeting.

ACTION:

This item is informational only, and no action is required on the part of the State Board of Education. ICTL staff will inform the Board of its progress in meeting those recommendations.

ATTACHMENT:

1. Public Education Technology Initiatives Follow-up Report



Office of Performance Evaluations Idaho Legislature

Report 06-06F August 2006

Public Education Technology Initiatives Follow-up Report

In our January 2005 report, Public Education Technology Initiatives, we made 12 recommendations to improve the ability of the Board of Education and the Idaho Council for Technology in Learning (ICTL) to comply with statute and fulfill their responsibilities for technology assessment and guidance. The board and the council have each implemented one recommendation; the council is in the process of implementing five recommendations; three recommendations have not been implemented; and two recommendations have been addressed by changes to legislation and state plans.

Background

The main findings of our January 2005 report were as follows:

- While Idaho compared well to other states
 on simple education technology measures,
 such as the statewide number of students per
 computer, a large degree of variation existed
 between Idaho's 114 school districts. As
 illustrated in exhibit A, our report called for
 the council to shift its primary focus from
 "counts" of dollars spent and computers
 owned to more meaningful measures of the
 cost-effectiveness and readiness of Idaho
 school districts to provide and integrate
 technology.
- The State Board of Education and the Idaho Council for Technology in Learning had not implemented key statutory requirements governing the use of state technology funds. The board and the council did not promote proper planning, develop or promote best

Exhibit A: Necessary Change in Management Focus

Shift Primary Focus to

Focus Has Been on:

- How much money was spent
- How many computers and other equipment were acquired

Focus on Results:

- How far districts have come in achieving their goals
- Where districts need to go next
- Cost-effectiveness of technology acquisition
- Districts' technology capacity to meet new challenges

Source: Office of Performance Evaluations.

This report was completed at the request of the Joint Legislative Oversight Committee under the authority of Idaho Code § 67-457 through § 67-464. Questions about the report may be directed to the Office of Performance Evaluations through e-mail (opeinfo@ope.idaho.gov) or phone (208 334-3880).

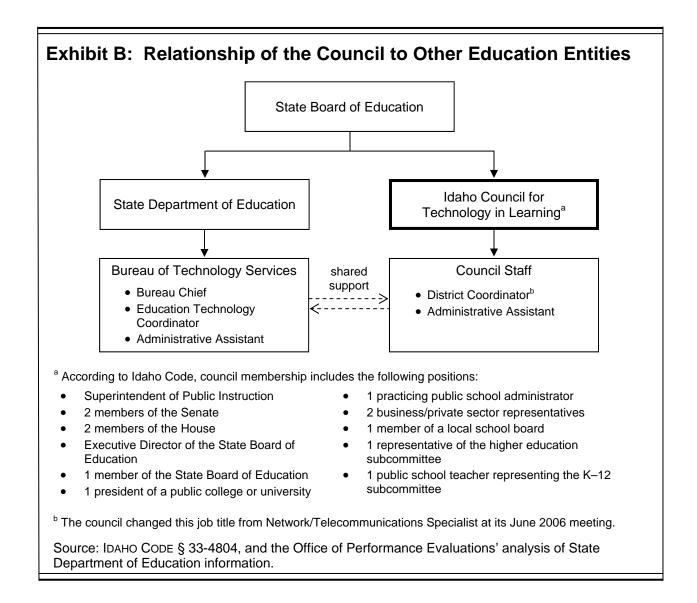
practices, or provide adequate justification for dollars spent by school districts.

 The council had placed little priority on ensuring school districts had adequate support to maintain their technology investments. Recommendations in the areas of planning and guidance were designed to assist the council in addressing technology support as a priority.

The Idaho Education Technology Initiative of 1994 established the Idaho Council for

Technology in Learning under the Board of Education.¹ Two permanent subcommittees of the council address educational technology matters for primary-secondary and higher education, respectively. Exhibit B illustrates the relationship of the 14-member council to other educational entities. As part of its technology biannual grant application process, the council continues to collect self-reported tallies of school and district technology equipment, along with financial reports and narratives.

¹ Idaho Code §§ 33-4801–10.



In fiscal year 2005, the council distributed \$7.9 million to 114 school districts, 15 charter schools, and the Idaho School for the Deaf and the Blind for ongoing and one-time technology expenditures, as shown in exhibit C. In fiscal year 2006, funding for this grant increased and the council distributed just under \$9 million to 114 school districts, 24 charter schools, and the Idaho School for the Deaf and the Blind.²

Current Status

Our recommendations focused on encouraging the board and the council to comply with the requirements of Idaho Code and to improve their planning, guidance and advocacy, and accountability efforts. Our assessment of the progress made on each recommendation follows below. Appendix A includes the board's self-assessment of its implementation efforts.

Planning

Annual Review of Technology Plan

Recommendation: To comply with the statutory requirements of the Idaho Education Technology Initiative of 1994, the State Board of Education should annually review and approve the statewide technology plan developed by the Idaho Council for Technology in Learning.

The current state technology plan was developed and approved by the board in 2004. The council began efforts to actively draft a revised statewide technology plan in October 2005. At that time, the council proposed to submit the plan for approval to the board in June 2006. Although the council's 2006 report to the Legislature stated that the board agreed to annually approve the plan, the board has not formally done so.

Exhibit C:	State Technology Monies Distributed to Idaho Schools,
	By Allowable Use, Fiscal Years 2005–2006

	FY2005 Ongoing Expenditures	FY2005 One-time Expenditures	FY2006 Ongoing Expenditures	FY2006 Equipment, Software, & Remediation
Districts	\$2,883,329	\$4,909,876	\$3,815,840	\$4,737,219
Charter schools ^a	\$46,471	\$79,158	\$58,549	\$362,781
Idaho School for the Deaf and the Blind	<u>\$6,440</u>	<u>\$10,966</u>	<u>\$15,611</u>	<u>\$0</u>
Totals	\$2,936,241 ^a	\$5,000,000	\$3,890,000	\$5,100,000
Grand Total		\$7,936,241		\$8,990,000

Note: In fiscal year 2005, 15 charter schools received grants; in fiscal year 2006, 24 charter schools received grants.

Source: Office of Performance Evaluations' analysis of Idaho Code and information from the Idaho Council for Technology in Learning, the Department of Education, and the Office of the State Controller.

In fiscal year 2006, 114 districts received grants for ongoing expenditures; 110 districts received grants for one-time expenditures (4 school districts did not), which are currently distributed on an equalized basis. Through this formula, grant funds for one-time expenditures are not awarded to districts with property tax revenue in excess of the "state equalization percentage" developed by the Division of Financial Management in cooperation with the Department of Education's Bureau of Finance and Transportation.

^a Totals do not sum due to rounding.

Anticipating that the council would submit a revised statewide technology plan for board approval around August 2006, board staff felt the board had met its obligations with respect to our recommendation. However, as discussed in the next section, the council does not anticipate having a new plan ready for board approval until spring 2007. The council's delay does not affect the board's ability or obligation to fulfill its own statutory responsibility by annually reviewing and approving the plan currently in place.

We therefore conclude that the Board of Education **has not implemented** this recommendation.

Elements of Technology Plan

Recommendation: The State Board of Education should ensure the statewide education technology plan has the following elements:

- Assessment of current goals and realignment with statute
- Timelines for achieving goals and objectives
- Standards or benchmarks for performance measures
- Standards and planning guidance for adequate district staffing for technical support
- Guidance on finance, budgeting, and costeffective technology acquisition

Although the Board of Education has permanent membership on the council, the board has not taken steps to ensure that the council's current efforts to redraft the state technology plan address the elements of this recommendation. By June 2006, the council had only agreed upon a mission statement, vision, and five broad goals that were aligned with the council's role in Idaho Code.

The council has made considerable effort to realign this draft document with statute and has included some long-term timelines. However, more detailed and relevant timelines, benchmarks, and staffing and fiscal guidance have yet to be addressed.

We therefore conclude that the Board of Education **has not implemented** this recommendation.

District Project Plans

Recommendation: To comply with the statutory requirements of the Idaho Education Technology Initiative of 1994, the Idaho Council for Technology in Learning should require school districts to submit a project plan as part of the application for annual grants. The plan should include a description of proposed purchases, effective classroom use, teacher training, and local matching funds.

The council's 2006 report to the Legislature stated that the primary education subcommittee and members of the professional organization, the Idaho Educational Technology Association, were collaborating to address this recommendation. Idaho Code requires the council to ensure grant applicants submit technology plans that address four elements:³

- Purchases
- Classroom use
- Teacher training
- Local matching funds

Statute also requires the council to evaluate school districts' educational technology projects and recommend exemplary programs.⁴ Collecting information about proposed school district projects will assist the council in carrying out this responsibility.

However, the council has delayed efforts to revise the grant application process until fall 2006 and has not shown clear intent to collect district plans for proposed projects from districts applying for technology grants.

³ Idaho Code § 33-4806.

⁴ IDAHO CODE §§ 33-4805(f), (j).

We therefore conclude that the Idaho Council for Technology in Learning is **in the process of implementing** this recommendation.

Guidance and Advocacy

As part of this follow-up, we surveyed 753 district superintendents, school principals, and technology coordinators with valid e-mail addresses in 114 school districts, as well as charter schools, and specialized and correctional schools. We asked a series of questions designed to determine the types of information and guidance the council has provided to schools and districts. Those responses are shown in exhibit D.

Exemplary Programs, Practices, Products Recommendation: To comply with the statutory requirements of the Idaho Education Technology Initiative of 1994, the Idaho Council for Technology in Learning should identify and recommend to the State Board of Education exemplary education technology programs, practices, and products.

Nearly one-quarter (24 percent) of superintendents, principals, and technology coordinators who responded to our survey indicated they had received general best practice information from the council. In April 2005, the council agreed to address this recommendation by asking districts to submit examples of best practices to be published annually and distributed to school districts. This process is not expected to begin until July 2007. The delay does not, however, impede the council's ability to independently recognize and recommend best practices to the board. The council has adopted, as the primary goal of its draft technology plan, an objective to become "the single authoritative source for technology policies, standards, guidelines and best practices for teaching and learning by 2010."

At its June 2006 meeting, the council discussed a number of best practices such as those that might help districts efficiently administer computer-based testing without disrupting classroom learning. The council, however, stopped short of formally identifying or communicating these best practices to the board.

Exhibit D: School and District Staff on Information Received from the Idaho Council for Technology in Learning

Survey question: What kinds of information have you received from the Idaho Council for Technology in Learning in the past year? (Please mark all that apply)

	Percent of Respondents (N=288)	<u>N</u>
General best practices	24.0 %	69
Information Technology Resource Management Council (ITRMC) policy guidance	14.2	41
Tools or guidance on ways to assess educational technology programs	13.2	38
Guidance for planning technology purchases and improvements	13.2	38
Guidance on ways to improve financial reporting	7.3	21
Ratios, calculators, or other guidance on IT staffing	4.5	13

Source: Office of Performance Evaluations' survey of public school superintendents, principals, and technology coordinators, May 2006.

We therefore conclude that the Idaho Council for Technology in Learning is **in the process of implementing** this recommendation.

ITRMC Policies as Guidelines

Recommendation: To comply with the statutory requirements of the Idaho Education Technology Initiative of 1994, the Idaho Council for Technology in Learning should consult with Idaho Technology Resource Management Council (ITRMC) staff for guidance on adherence to ITRMC policies that would benefit school districts in their use of state technology dollars.

The council can address its guidance role by encouraging cost-effective information solutions through standardization and similar best practices. In December 2005, council staff reviewed ITRMC policies, such as connectivity and transport protocols, and developed a report that contained general recommendations regarding the relevance of those policies for school district operations. This document is still in draft form; council staff indicated the document may be submitted to the council for publication or distribution approval in December 2006.

We therefore conclude that the Idaho Council for Technology in Learning is **in the process of implementing** this recommendation.

Technology Staffing Standards

Recommendation: The Idaho Council for Technology in Learning should develop a standard ratio of computers-to-district technology support (measured by full-time equivalent employees).

The council's 2006 report to the Legislature stated the council was working with the Idaho Educational Technology Association and would submit a ratio or formula to the council for approval in fall 2006. In March 2006, council staff reported that this recommendation was being addressed by the council's revision of the state technology plan. The council has delayed this drafting process until spring 2007, and the draft plan does not indicate an intent to address specific

staffing guidance. Only 13 out of 288 superintendents, principals, and technology coordinators who responded to our survey indicated they had received any form of guidance on technology staffing from the council.

We therefore conclude that the Idaho Council for Technology in Learning has not implemented this recommendation.

Accountability

Improved Data Quality

Recommendation: Idaho Council for Technology in Learning staff should improve the quality of technology information maintained and reported to the Legislature and reduce the duplication of financial reporting requirements placed on school districts by

- coordinating with the State Department of Education's Bureau of Finance and Transportation and the Division of Accounting and Human Resources to obtain audited financial information already submitted by districts;
- taking steps to improve quality controls of district technology inventory data, and using existing electronic information when available, in coordination with the State Department of Education's Bureau of Finance and Transportation.

The council's 2006 report to the Legislature stated that the department was working to "streamline data collection for the school districts." To accomplish this recommendation, the Bureau of Technology Services and council staff must develop a collaborative relationship with the Bureau of Finance and Transportation, which collects audited financial information from school districts. In addition, legislation in 2005 and 2006 require the State Superintendent of Public Instruction to report on the expenditure of council funds for technology and remediation. To accomplish this requirement, the Department of Education's Bureau of Finance and Transportation has agreed to collect the

information in its fiscal year 2006 Idaho Financial and Reporting Management System (IFARMS) data collection.

To meet federal requirements, the department collects professional development expenditures through the council's grant application process. Council staff have not systematically used existing IFARMS data for other district technology expenditures. Instead, council staff continue to request duplicative financial information and narrative descriptions of expenditures directly from school districts. Narrative descriptions of expenditures may have anecdotal value. However, quantitative fiscal data gathered from district technology staff are undocumented and unverified. District staff described some of this data as "guesstimated." The council should avoid requirements that obligate school district staff to compile and report duplicative and poor quality data.

The council's efforts to improve data quality may benefit from (a) encouraging districts to use the established financial codes for technology within IFARMS as a condition of grants, (b) ensuring the Bureau of Finance and Transportation provides annual reports on these expenditures to the council, (c) eliminating its narrative expenditure reports, and (d) limiting its financial reporting requirements to professional development expenditures from technology funds.

Regarding the second part of this recommendation, council staff have included definitions of instructional, lab, reference/library, teacher, and administrative computers in the latest (2006) school district inventory survey. However, the council's formal communications with schools and districts have not provided additional guidance to improve the quality of inventory data. Furthermore, the council's formal communications have not provided guidance to help districts improve the quality of the financial information submitted to the council. While a draft document provided by council staff indicates an intent to revise the data collection process, as

part of efforts already discussed, these efforts have been delayed until fall 2006.

We therefore conclude that the Idaho Council for Technology in Learning is **in the process of implementing** this recommendation.

Technology Assessment Tools

Recommendation: The Idaho Council for Technology in Learning should review the CEO Forum's technology assessment chart, used by other states, and develop a plan, including needed resources, for implementation of a similar assessment tool to meet Idaho's needs.

The council does not have a plan for development of a technology assessment chart, nor an estimate of the resources that might be required to successfully complete it. According the council's 2006 report to the Legislature, council staff have reviewed the CEO Forum technology assessment chart, along with information from the International Society for Technology in Education. Council staff also told us that efforts to incorporate this research and address this recommendation have been combined with the council's development of a new statewide technology plan, which has been delayed until spring 2007.

We therefore conclude that the Idaho Council for Technology in Learning is **in the process of implementing** this recommendation.

Charter School Grant Distributions

Recommendation: If the intent of the Idaho Council for Technology in Learning is to disburse technology grant program dollars directly to charter schools, the council should modify the funding formula to reflect this.

The council addressed this recommendation in fall 2005 by adopting a revised funding formula that distributes funds directly to charter schools, as shown in exhibit E. We therefore conclude that the Idaho Council for Technology in Learning **has implemented** this recommendation.

Clarification of One-Time Expenditures

Recommendation: The Idaho Council for Technology in Learning should clarify annual appropriation bill intent language for the use of one-time funds for ongoing expenditures (including personnel) and communicate this intent to school districts.

In 2005 and 2006, appropriation bill language alleviated the need to accomplish this recommendation by specifying funds were to be used expressly for the purchase of equipment and software or for costs for Idaho Standards Achievement Test remedial instruction.⁵ The

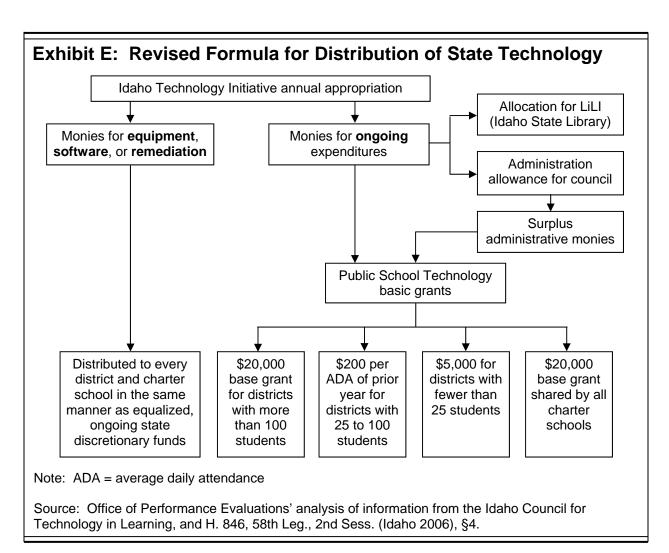
council communicated this intent to school districts in 2005 and 2006.

We therefore conclude that the Idaho Council for Technology in Learning **has addressed** this recommendation.

Eighth Grade Technology Standards

Recommendation: The State Board of Education should formally revisit Idaho's eighth grade technology standards, their purpose, and implementation relative to the requirements of the statewide technology plan and the No Child Left Behind Act of 2001.

The Board of Education formally approved eighth-grade technology standards at its October 2005 meeting. We therefore conclude that the



S. 1223, 58th Leg., 1st Sess. (Idaho 2005), §4; H. 846, 58th Leg., 2nd Sess. (Idaho 2006), §4.

Idaho Council for Technology in Learning has implemented this recommendation.

Statewide Student Information System Audit Recommendation: Should the State Department of Education invest state or federal dollars into the development of a statewide centralized student information management system, legislative financial auditors should consider including a review of the department's technology-related financial and budgetary practices as part of their periodic audit work.

In 2006, the Legislature authorized the Board of Education to adopt rules for "a student

information management system." However, the state has not yet moved forward with a system used by districts statewide and centrally-located—such as a centralized data warehouse or centralized student information management software.

We therefore conclude that this recommendation is not germane to the state's current plans. However, should the Department of Education or the Board of Education pursue any statewide, centralized system—such as a centralized data warehouse or "longitudinal" data system, or centralized software—this recommendation should be addressed

We appreciate the cooperation and assistance we received from the Department of Education, the Idaho Council for Technology in Learning, and the Board of Education in conducting this follow-up review. Rachel Johnstone of the Office of Performance Evaluations conducted the review.

Joint Legislative Oversight Committee (JLOC)

Sen. Shawn Keough, Co-chair Rep. Margaret Henbest, Co-chair

Sen. John Andreason Rep. Maxine Bell
Sen. Bert Marley Rep. Debbie Field
Sen. Kate Kelly Rep. Donna Boe

Office of Performance Evaluations

Rakesh Mohan, Director

Appendix A
Board of Education's Self-assessment of Implementation Efforts



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May 15, 2006

Mr. Rakesh Mohan Ms. Rachel Johnstone Office of Performance Evaluations PO Box 83720 Boise, ID 83720-0055

Re: Follow-up Review of the Report on Pubic Education Technology Initiatives

Dear Rakesh and Rachel:

Thank you for the opportunity to update the Office of Performance Evaluation (OPE) on the progress the State Board of Education (Board) has made on the recommendations set out in the January 2005 Report on Pubic Education Technology Initiatives.

Listed below are each of the recommendations and the Board's progress on each recommendation:

Recommendation 1.a. – The State Board of Education should annually review and approve the statewide technology plan developed by the Idaho Council for Technology in Learning.

The Idaho Council for Technology in Learning has developed a statewide technology plan. That plan will be reviewed and approved at their June meeting. If approved, the plan will be submitted to the Board for their approval at the August 2006 meeting.

Recommendation 2 – The State Board of Education should ensure the statewide education technology plan has the following elements: a. Assessment of current goals and realignment (if necessary) with statute; b. Timelines for achieving goals and objectives; c. Standards or benchmarks for performance measures; d. Standards and planning guidance for adequate district staffing for technical support; e. Guidance on finance, budgeting, and cost-effective technology acquisition.

The technology plan that will be presented to the Board in August 2006 contains all of the recommended items.

Recommendation 9 – The State Board of Education should formally revisit Idaho's eighth-grade technology standards, their purpose, and implementation relative to the requirements of the statewide technology plan and the No Child Left Behind Act of 2001.

The eighth-grade technology standards were originally approved by the State Board of Education at the April 2004 meeting. Because of technical difficulties with both the audio and written minutes of the meeting, there was no record available of the approval. In order to assure there is a record of the approval, the eighth-grade technology standards were approved once again by the Board at the October 2005 meeting.

Therefore, the State Board of Education believes they have complied with the recommendations set out in this report.

Please let me know if you have any further questions or if I can be of any assistance.

Sincerely,

Karen L. Echeverria

Koren Echeverra

Chief Administration and Governmental Affairs Officer