

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	PROPOSED RULE – IDAPA 08.02.02.016 MATHEMATICS IN SERVICE PROGRAM WAIVER	Motion to Approve
3	TEMPORARY AND PROPOSED RULE - IDAPA 08.02.02.045 – COMPUTER BASED ALTERNATE ROUTE TO TEACHER CERTIFICATION	Motion to Approve
4	PROPOSED RULE – IDAPA 08.02.02.076 CODE OF ETHICS FOR PROFESSIONAL EDUCATORS	Motion to Approve
5	TEMPORARY AND PROPOSED RULE CHANGE – IDAPA 08.02.02.140 - ACCREDITATION	Motion to Approve
6	TEMPORARY RULE CHANGE – IDAPA 08.02.03.105 – GRADUATION REQUIREMENTS	Motion to Approve
7	PROPOSED FEE RULE – IDAPA 08.02.03.128 – CURRICULAR MATERIALS SELECTION AND ONLINE COURSE PROVIDERS	Motion to Approve
8	PROPOSED RULE – IDAPA 08.02.03.160 – GUN FREE SCHOOLS	Motion to Approve
9	IDAHO STATE UNIVERSITY: PROPOSED ONLINE TEACHING ENDORSEMENT PROGRAM	Motion to Approve
10	BOISE STATE UNIVERSITY: PROPOSED K-12 MATHEMATICS CONSULTING TEACHER ENDORSEMENT PROGRAM	Motion to Approve
11	TEACH FOR AMERICA – PROPOSED TEACHER PREPARATION SEEKING APPROVAL TO OPERATE IN IDAHO	Motion to Approve

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SUBJECT

Superintendent of Public Instruction Update to the State Board of Education

BACKGROUND/DISCUSSION

Superintendent of Public Instruction, Tom Luna, will provide an update on the Common Core Resources.

ATTACHMENTS

Attachment 1 – Memo - Idaho Core Standards Professional Development
Funding Page 3

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

MEMO

To: Superintendents and Charter School Administrators

From: Tom Luna, Superintendent of Public Instruction

Date: June 5, 2013

CC: Alex Macdonald (SDE), Scott Cook (SDE), Nick Smith (SDE), Luci Willits (SDE), Melissa McGrath (SDE), Rob Winslow (IASA), Karen Echeverria (ISBA)

Re: Idaho Core Standards Professional Development Funding

In recent weeks, we have received several questions about funding available for the implementation of the new Idaho Core Standards. For the upcoming school year, school districts and public charter schools will have nearly \$22 million available for professional development and other activities necessary for the implementation of these new, higher academic standards.

Overview of Professional Development Funding

Here is a breakdown of the funding related to Idaho Core Standards that will be provided from state funding and other resources over the next year:

Idaho Core Standards Professional Development:

- \$3.755 million was appropriated in the FY14 Public Schools Budget for the Idaho State Department of Education to deliver professional development to schools and districts. The state is organizing focus groups with teachers and school administrators to ensure this funding is spent in a meaningful and effective way.

Total: \$3.75 million

Excellence in Teaching Awards:

- \$21 million was appropriated in the FY14 Public Schools Budget to be distributed directly to local school districts and public charter schools to use for differential pay and professional development. Of the total \$21 million appropriated, districts/charter schools can spend up to 40% (or \$8.4 million) on professional development, including buying time.

Total: \$8.4 million

House Bill 65:

- HB 65 dealt with funding in the FY13 Public Schools Appropriation. Through HB 65, an estimated \$5.4 million in state funding was shifted to be distributed directly to local school districts and public charter schools to be used specifically for professional development activities related to the implementation of Idaho Core Standards, the transition to the new assessment, and the integration of digital content in the

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classroom. This funding will be distributed to school districts in two disbursements: a \$15,000 base allocation in the current FY2013 to each district or charter school to develop a three-year Professional Development Plan predicated on the implementation of these initiatives to instructional staff. In addition, there will be a secondary allocation based on the calculation of \$150 per Instructional Staff FTE per district or charter school in FY2014.

Total: \$5.4 million

JKAF Matching Funds:

- \$4.5 million was appropriated in the FY14 Public Schools Budget to be used on the implementation of the statewide instructional management system, known as Schoolnet. An estimated \$1.5 million of the \$4.5 million appropriated will be used to continue a statewide contract with Discovery Education and the development of examples of curricular materials and assessments available in Schoolnet. These resources assist teachers with implementation of Idaho Core Standards.

Total: \$1.5 million

Idaho Leads Project:

- The Idaho Leads Project has received nearly \$3 million in funding from the J.A. and Kathryn Albertson Foundation to continue its efforts over the next year in working with specific school districts and public charter schools. Over the next year, Idaho Leads will focus on the implementation of Idaho Core Standards in these participating school districts.

Total: \$2.85 million

TOTAL: \$21.9 million

These resources at the state level total an estimated \$21.9 million. Of this total, an estimated \$13.8 million will flow directly to local school districts and public charter schools to be used at the local level in the implementation of the new Idaho Core Standards over the next fiscal year.

Here are more specifics on the \$5.4 million in funding that will flow directly to Idaho's school districts and public charter schools in the current Fiscal Year 2013 and in Fiscal Year 2014.

House Bill 65

Through House Bill 65, an estimated \$5.4 million in state funding was shifted to be distributed directly to local school districts and public charter schools to use specifically for professional development activities related to the following activities: implementation of Idaho Core Standards, transition to the new assessment, and the integration of digital content in the classroom.

First Disbursement

This funding will be distributed to school districts in two disbursements, the first of which district and charter schools will receive in FY13. This disbursement is a \$15,000 base allocation for each district and charter school to use in developing a three-year Professional Development Plan predicated on the implementation of the specified activities to instructional staff. This disbursement will be sent to districts the week of June 10, 2013.

Second Disbursement

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Once the three-year Professional Development plan is submitted to and accepted by the State Department of Education, your school district or charter school will then receive the second disbursement of funds, which will be allocated in Fiscal Year 2014. This second disbursement will be based on a calculation of Instructional Staff FTE. The current budgeted amount for this secondary allocation is \$150 per Instructional FTE.

Professional Development Options

It is up to each local school district and public charter school to determine how it will use the base-plus format to develop a three-year Professional Development Plan that best meets the needs of that individual district or charter school. Districts and charter schools can use the funds to conduct their own trainings, create professional learning communities with surrounding districts, develop instructional coaches for job-imbedded professional development, buy back teacher professional development days, or attend state-provided professional development.

The Idaho State Department of Education will make professional development available this summer and throughout the upcoming school year with the \$3.75 million in funding available from the Idaho Legislature as well as other resources detailed above. We are currently conducting focus groups to finalize how this funding will be used. Several workshops and other professional development opportunities are currently available online at <http://www.sde.idaho.gov/site/common/workshops.htm>.

In addition, a district or charter school can use this funding to integrate state-developed resources, such as the new Discovery Education Professional Development Modules that will be posted and available through Schoolnet. Schools and districts are strongly encouraged to use available state resources, but are not required to do so.

The Idaho State Department of Education has utilized its partnership with Discovery Education to provide a series of Professional Development Modules for local school districts and charter schools to implement at the local level. The Department worked with Discovery to develop module trainings that give schools and districts meaningful professional development tools that dovetail the Idaho Core Standards, assessment literacy, and the use of digital content, which we know are all inextricably linked. All are supported by Schoolnet, Idaho's statewide instructional improvement system.

These training modules were developed in the state by the Department's content, assessment, and instructional technology teams. These teams worked with Discovery Education to strategically target learning objectives and outcomes for every training, and then map the connections among them. The result is a six-day series of modules that includes slide decks, presentation notes, presentation handouts, pre- and post-surveys, worksheets, and supplemental materials. These resources will be posted in Schoolnet.

The modules are designed to focus on District Leadership Professional Development Teams because we want to empower district-led professional development. At the local level, districts and charter schools have the ability to determine the best avenue for training through current capacity, contracting with Discovery Education, or other means the district deems best. One of the main strands of the modules is the creation of dissemination and sustainability through a professional development plan.

We will be sending additional information, including actual agendas of these training modules, later this week so you can see how these modules might further support professional development efforts in your district or charter school. Discovery Education also will follow up with school districts and public charter schools about an

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informational webinar if you would like to learn more and integrate these modules in your three-year Professional Development Plan.

In addition, more information on state workshops and professional development opportunities scheduled for this summer is available online at <http://www.sde.idaho.gov/site/common/workshops.htm>.

If you have additional questions about funding for professional development for Idaho Core Standards going forward, please let us know.

- Scott Cook, Content Director, is leading Idaho's effort to implement the new Idaho Core Standards statewide. He is available at scook@sde.idaho.gov.
- Alex Macdonald, Instructional Technology Director, is in charge of the \$5.4 million distribution specifically as well as the Discovery Education PD Modules. He is available at amacdonald@sde.idaho.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom Luna", with a long, sweeping horizontal line extending to the right.

Tom Luna
Idaho Superintendent of Public Instruction

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SUBJECT

Proposed Rule to IDAPA 08.02.02.016 - Mathematics In-Service Program Waiver

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1204, Idaho Code, IDAPA 08.02.02.02.016 – Rules Governing Uniformity

BACKGROUND/DISCUSSION

During the 2012 legislative session, IDAPA rule 08.02.02.016 amendments were approved with the agreement that additional language clarifying the conditions under which Idaho teachers must meet, to fulfill this requirement, would be brought forward during the next legislative session to specify that only practicing teachers were obligated to meet the requirement.

IMPACT

Amending IDAPA 08.02.02.016, Mathematics In-Service renewal requirement, will clarify that only active teachers in the Idaho Public School system shall be required to fulfill this obligation for recertification.

ATTACHMENTS

Attachment 1 – Amended IDAPA 08.02.02.016

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

This section will be completed by Board staff.

BOARD ACTION

I move to approve the proposed rule amendment to IDAPA 08.02.02.016 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08
TITLE 02
CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

016. IDAHO EDUCATOR CREDENTIAL.

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (Section 33-1201, Idaho Code)
(3-16-04)

01. Renewal Requirement - Mathematics In-Service Program. In order to recertify, the state approved mathematics instruction course titled “Mathematical Thinking for Instruction” shall be required. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training). Teachers and administrators shall take one (1) of the three (3) courses developed that each teacher deems to be most closely aligned with their current assignment prior to September 1, 2014. Any teacher or administrator successfully completing said course shall be deemed to have met the requirement of Subsection 060.03.c. of this rule, regardless of whether such course is part of any official transcript. Successful completion of state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals listed in Subsection 016.01.a. through 016.01.e. shall successfully complete the “Mathematical Thinking for Instruction” course in order to recertify: (4-7-11)

a. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) who is employed in an elementary classroom (multi-subject classroom, K-8); (3-29-10)

b. Each teacher holding a Standard Elementary Certificate (K-8) who is employed in an elementary classroom (multi-subject classroom K-8); (____)

c. Each teacher holding a Standard Secondary Certificate (6-12) teaching in a math content classroom (grade six (6) through grade twelve (12)) including Title I who is employed in an elementary classroom (multi-subject classroom K-80); (____)

d. Each teacher holding a Standard Exceptional Child Certificate (K-12) who is employed in an elementary classroom (multi-subject classroom K-8); and (____)

e. Each school administrator holding an Administrator Certificate (Pre K-12) who is employed in an elementary classroom (multi-subject classroom K-8), including all school district and charter administrators. (____)

02. Out-of-State Applicants - Mathematical Thinking for Instruction. (4-4-13)

a. Out-of-state applicants shall take the state approved mathematics instruction course titled “Mathematical Thinking for Instruction” as a certification requirement. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training). (3-29-10)

b. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable, interim certificate to allow time to meet the Idaho Mathematics In-service program requirement.
(4-4-13)

03. Waiver of Mathematics In-Service Program. When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual who lives outside of the state of Idaho ~~or~~ who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period. (____)

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SUBJECT

Temporary and Proposed Rule IDAPA 08.02.02.045 – Computer-Based
Alternate Route to Teacher Certification

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1201, Idaho Code, Idaho Administrative code, IDAPA 08.02.02.042,
.046 - Rules Governing Uniformity

BACKGROUND/DISCUSSION

Changing the title of this subsection to non-traditional route to certification clarifies that this route may be used for qualified face-to-face and hybrid teacher preparation alternative, in addition to computer based alternate routes to certification. No substantive changes are proposed in the requirements, approval process, or procedures.

IMPACT

Language clarifies intent of program approval.

ATTACHMENTS

Attachment 1 – Amended IDAPA 08.02.02.045

Page 3

BOARD ACTION

I move to approve the proposed rule amendment to IDAPA 08.02.02.045 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

045. ~~COMPUTER-BASED~~ ALTERNATIVE ROUTE TO TEACHER CERTIFICATION.

An individual may acquire interim certification as found in Section 015 of these rules through an ~~computer-based~~ approved alternative route certification program. ~~(4-6-05)~~ (____)

01. Approval of the Program. The State Board of Education must approve any ~~computer-based~~ alternative non-traditional route to teacher certification. The program must include, at a minimum, the following components: ~~(4-6-05)~~ (____)

- a. Preassessment of teaching and content knowledge; (4-6-05)
- b. An academic advisor with knowledge of the prescribed instruction area; and (4-6-05)
- c. Exams of pedagogy and content knowledge. (4-6-05)

02. Eligibility. Individuals who possess a bachelor's degree or higher from an institution of higher education may utilize this ~~alternative non-traditional~~ route to an interim Idaho Teacher Certification. ~~(4-6-05)~~ (____)

03. Requirements for Completion. To complete this ~~alternative non-traditional~~ route, the individual must: ~~(4-6-05)~~ (____)

- a. Complete a Board approved program; (4-6-05)
- b. Pass the Board approved pedagogy and content knowledge exams; and (4-6-05)
- c. Complete the Idaho Department of Education Criminal History Check. (4-6-05)

04. Interim Certificate. Upon completion of the ~~computer-based~~ certification process described herein, the individual will be awarded an interim certificate from the State Department of Education's Bureau of Certification and Professional Standards. The term of the interim certification shall be three (3) years. During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year a teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. In the case where teachers start their mentoring program in the third year of their interim certificate, they must apply to the State Department of Education Teacher Certification Department for a waiver to complete the final year of their mentoring program for full certification. All laws and rules governing the fully certificated teachers with respect to conduct, discipline and professional standards shall apply to individuals teaching under an interim certificate. ~~(4-6-05)~~ (____)

05. Interim Certificate Not Renewable. Interim certification hereunder is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain full Idaho Teacher Certification during the three (3) year interim certification term. (4-6-05)

06. Types of Certificates and Endorsements. The ~~computer-based alternative non-traditional~~ route may be used for ~~initial~~ first-time certification, subsequent certificates, and additional endorsements. ~~(4-6-05)~~ (____)

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SUBJECT

Proposed Rule - IDAPA 08.02.02.076, Rules Governing Uniformity

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1208, 33-1209, 33-1254, and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The Executive Committee, a decision-making body comprised of members of the Professional Standards Commission (PSC), including the chair and/or vice-chair of the Commission, has the duty to review purported violations of the Code of Ethics for Idaho Professional Educators to determine probable cause and direction for possible action to be taken against a Certificate holder. After extensive research and consultation with the Deputy Attorney General assigned to the PSC, the Executive Committee proposed to the full Commission a series of clarifications and revisions to the Code of Ethics for Idaho Professional Educators. The proposal was discussed at length and the Professional Standards Commission voted to recommend approval of the proposed revisions to the Code of Ethics for Idaho Professional Educators.

The Code of Ethics is contained in IDAPA 08.02.02.076. Any changes to the Code of Ethics must go through the rule promulgation process. The proposed amendments clarify existing language and the elimination of subsections that are not clearly defined or are duplicative of other sections.

ATTACHMENTS

Attachment 1 – Proposed revisions to IDAPA 08.02.02.076

Page 3

BOARD ACTION

I move to approve the proposed rule amendment to IDAPA 08.02.02.076, Rules Governing Uniformity as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

076. CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn and to teach while guaranteeing equal educational opportunity for all. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles. The Code of Ethics for Idaho Professional Educators symbolizes the commitment of all Idaho educators and provides principles by which to judge conduct. (3-20-04)

01. Aspirations and Commitments. (3-20-04)

a. The professional educator aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills, and understanding that will meet their needs now and in the future. (3-20-04)

b. The professional educator provides an environment that is safe to the cognitive, physical and psychological well-being of students and provides opportunities for each student to move toward the realization of his/her goals and potential as an effective citizen. (4-11-06)()

c. The professional educator, recognizing that students need role models, will act, speak and teach in such a manner as to exemplify nondiscriminatory behavior and encourage respect for other's cultures and beliefs. (3-20-04)()

d. The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He will provide input to the local school board to assist in the board's mission of developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged. (4-11-06)

e. The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He strives, therefore, to establish and maintain the highest set of professional principles of behavior, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession. (4-11-06)

f. The professional educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He believes that sound professional personal relationships with colleagues, governing boards, and community members are built upon integrity, dignity, and mutual respect. The professional educator encourages the practice of the profession only by qualified persons. (4-11-06)

02. Principle I. Professional Conduct. A professional educator abides by all federal, state, and local education laws and statutes. Unethical conduct ~~may~~ shall include the conviction of any felony or misdemeanor offense ~~as defined by set forth in~~ Section 33-1208 ~~18-110 and Section 18-111, Idaho Code. All infractions (traffic) as defined by Section 18-113A, Idaho Code, are excluded.~~ (3-20-04)()

03. Principle II. Educator/Student Relationship. A professional educator maintains a professional relationship with all students, both inside and outside the physical and virtual classroom. Unethical conduct includes, but is not limited to: (3-20-04)()

a. Committing any act of child abuse, including physical or emotional abuse; (3-20-04)

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- b.** Committing any act of cruelty to children or any act of child endangerment; (3-20-04)
- c.** Committing or soliciting any sexual act from any minor or any student regardless of age; (3-20-04)
- d.** Committing any act of harassment as defined by district policy; (4-11-06)
- e.** Soliciting, encouraging, or consummating a romantic or inappropriate relationship (whether written, verbal, virtual, or physical) with a student, regardless of age; ~~(3-20-04)~~()
- f.** Using inappropriate language including, but not limited to, swearing and improper sexual comments (e.g., sexual innuendoes or sexual idiomatic phrases); ~~(3-20-04)~~()
- g.** Taking inappropriate ~~pictures~~ images (digital, photographic, or video) of students; ~~(3-20-04)~~()
- h.** Inappropriate contact with any minor or any student regardless of age using electronic media; (4-11-06)
- i.** Furnishing alcohol or illegal or unauthorized drugs to any student or allowing or encouraging a student to consume alcohol or unauthorized drugs except in a medical emergency; ~~and~~ ~~(4-11-06)~~()
- j.** Conduct that is detrimental to the health or welfare of students; ~~and~~ ~~(4-11-06)~~()
- k.** Deliberately falsifying information presented to students. ()
- 04. Principle III. Alcohol and Drugs Use or Possession.** A professional educator refrains from the abuse of alcohol, or drugs during the course of professional practice. Unethical conduct includes, but is not limited to: ~~(3-20-04)~~()

 - a.** Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming illegal or unauthorized drugs; (3-20-04)
 - b.** Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol; (3-20-04)
 - c.** Inappropriate or illegal use of prescription medications on school premises or at any school-sponsored events, home or away; (4-11-06)
 - d.** Inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function; and (4-11-06)
 - e.** Possession of an illegal drug as defined in Chapter 27, Idaho Code, Uniform Controlled Substances. (3-20-04)
- 05. Principle IV. Professional Integrity.** A professional educator exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes, but is not limited to: ~~(3-20-04)~~()

 - a.** Fraudulently altering or preparing materials for licensure or employment; (3-20-04)
 - b.** Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment or licensure; (3-20-04)
 - c.** Failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate or license from another state; (3-20-04)
 - d.** Failure to notify the state at the time of application for licensure of past criminal convictions of

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any crime violating the statutes or rules governing teacher certification at the time of application for licensure;
(3-20-04)()

e. Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students or personnel, including improper administration of any standardized tests (changing test answers; copying or teaching identified test items; unauthorized reading of the test to students, etc.); (4-11-06)

f. Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves;
(3-20-04)

g. Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry or investigation; ~~and~~ (3-20-04) ()

h. Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues; and (3-20-04) ()

i. Failure to notify the state of any criminal conviction of a crime violating the statutes and/or rules governing teacher certification ()

06. Principle V. Funds and Property. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes, but is not limited to: (3-20-04) ()

a. Misuse, or unauthorized use, of public or school-related funds or property; (3-20-04)

b. Failure to account for school funds collected from students, ~~or parents, or patrons~~; (3-20-04)()

c. Submission of fraudulent requests for reimbursement of expenses or for pay; (3-20-04)

d. Co-mingling of public or school-related funds in personal bank account(s); (3-20-04)

e. Use of school ~~computers~~ property for a private ~~business~~ financial gain; (3-20-04) ()

f. Use of school computers to deliberately view or print pornography; and, (3-20-04)

g. Deliberate use of poor budgeting or accounting practices. (3-20-04)

07. Principle VI. Compensation. A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes, but is not limited to: (3-20-04) ()

a. Unauthorized solicitation of students or parents of students to purchase equipment, ~~or supplies, or services~~ from the educator who will directly benefit; (3-20-04) ()

b. Acceptance of gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest; (3-20-04)

c. Tutoring students assigned to the educator for remuneration unless approved by the local board of education; and, (3-20-04)

d. Soliciting, accepting, or receiving a ~~pecuniary~~ financial benefit greater than fifty dollars (\$50) as defined in Section 18-1359(b), Idaho Code. (3-20-04) ()

08. Principle VII. Confidentiality. A professional educator complies with state and federal laws and

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local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unethical conduct includes, but is not limited to: ~~(3-20-04)~~ ()

a. Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status or income, and assessment or testing results with inappropriate individuals or entities; and (3-20-04)

b. Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities. (3-20-04)

09. Principle VIII. Breach of Contract or Abandonment of Employment. A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes, but is not limited to: (3-20-04) ()

~~a. Abandoning any contract for professional services without the prior written release from the contract by the employing school district or agency;~~ (3-20-04) ()

~~b. a.~~ Willfully refusing to perform the services required by a contract; and, (3-20-04) ()

~~c. b.~~ Abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students. (3-20-04) ()

10. Principle IX. Duty to Report. A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code. Unethical conduct includes, but is not limited to: ~~(3-20-04)~~ ()

a. Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity); (3-20-04)

b. Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment or neglect); (4-11-06)

c. Failure to comply with Section 33-512B, Idaho Code, (~~S~~suicidal tendencies and duty to warn); and (4-11-06)

d. Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official. (3-20-04)

11. Principle X. Professionalism. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles. Unethical conduct includes, but is not limited to: ~~(4-11-06)~~ ()

a. Any conduct that seriously impairs the Certificate holder's ability to teach or perform his professional duties; (3-20-04)

b. Committing any act of harassment toward a colleague; (4-11-06)

~~c. Conduct that is offensive to the ordinary dignity, decency, and morality of others;~~ (4-11-06)

~~d. c.~~ Failure to cooperate with the Professional Standards Commission in inquiries, investigations, or hearings; ~~(3-20-04)~~()

~~e. d.~~ Using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections; ~~(4-11-06)~~()

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- ~~f.~~ ~~Deliberately falsifying information presented to students;~~ (4-11-06)()
- ~~ge.~~ Willfully interfering with the free participation of colleagues in professional associations; and (4-11-06)()
- ~~hf.~~ Taking inappropriate ~~pictures~~ images (digital, photographic or video) of colleagues. (4-11-06)()

077. DEFINITIONS FOR USE WITH THE CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

01. Administrative Complaint. A document issued by the State Department of Education outlining the specific, purported violations of Section 33-1208, Idaho Code, or the Code of Ethics for Idaho Professional Educators. (3-20-04)

02. Allegation. A purported violation of the Code of Ethics for Idaho Professional Educators or Idaho Code. (3-20-04)

03. Certificate. A document issued by the Department of Education under the authority of the State Board of Education allowing a person to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian (Section 33-1201, Idaho Code). (3-20-04)

04. Certificate Denial. The refusal of the state to grant a certificate for an initial or reinstatement application. (3-20-04)

05. Certificate Suspension. A time-certain invalidation of any Idaho certificate as determined by a stipulated agreement or a due process hearing panel as set forth in Section 33-1209, Idaho Code. (3-20-04)

06. Complaint. A signed document defining the allegation that states the specific ground or grounds for revocation, suspension, denial, place reasonable conditions on a certificate or issuance of a letter of reprimand (Section 33-1209(1), Idaho Code). The State Department of Education may initiate a complaint. (4-11-06)

07. Conditional Certificate. Allows an educator to retain licensure under certain stated Certificate conditions as determined by the Professional Standards Commission (Section 33-1209(10), Idaho Code). (3-20-04)

08. Contract. Any signed agreement between the school district and a certificated educator pursuant to Section 33-513(1), Idaho Code. (3-20-04)

09. Conviction. Refers to all instances regarding a finding of guilt by a judge or jury; a plea of guilt by Nolo Contendere or Alford plea; or all proceedings in which a sentence has been suspended, deferred or withheld. (3-20-04)

10. Educator. A person who holds or applies for an Idaho Certificate (Section 33-1001(16) and Section 33-1201, Idaho Code). (3-20-04)

11. Education Official. An individual identified by local school board policy, including, but not limited to, a superintendent, principal, assistant principal, or school resource officer (SRO). (3-20-04)

12. Ethics Executive Committee. A decision-making body comprised of members of the Professional Standards Commission, including the chair and/or vice-chair of the Commission. A prime duty of the Committee is to review purported violations of the Code of Ethics for Idaho Professional Educators to determine probable cause and direction for possible action to be taken against a Certificate holder. (4-11-06)()

13. Hearing. A formal review proceeding that ensures the respondent due process. The request for a hearing is initiated by the respondent and is conducted by a panel of peers. (3-20-04)

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14. Hearing Panel. A minimum of three (3) educators appointed by the chair of the Professional Standards Commission and charged with the responsibility to make a final determination regarding the charges specifically defined in the Administrative Complaint. (3-20-04)

15. Investigation. The process of gathering factual information concerning a valid, written complaint in preparation for review by the Professional Standards Commission ~~Ethics~~ Executive Committee, or following review by the ~~Ethics~~ Executive Committee at the request of the deputy attorney general assigned to the Department of Education. (4-11-06) ()

16. Minor. Any individual who is under eighteen (18) years of age. (3-20-04)

17. Not-Sufficient Grounds. A determination by the ~~Ethics~~ Executive Committee that there is not-sufficient evidence to take action against an educator's certificate. (4-11-06) ()

18. Principles. Guiding behaviors that reflect what is expected of professional educators in the state of Idaho while performing duties as educators in both the private and public sectors. (3-20-04)

19. Reprimand. A written letter admonishing the Certificate holder for his conduct. The reprimand cautions that further unethical conduct may lead to consideration of a more severe action against the holder's Certificate. (3-20-04)

20. Respondent. The legal term for the professional educator who is under investigation for a purported violation of the Code of Ethics for Idaho Professional Educators. (3-20-04)

21. Revocation. The invalidation of any Certificate held by the educator. (3-20-04)

22. Stipulated Agreement. A written agreement between the respondent and the Professional Standards Commission to resolve matters arising from an allegation of unethical conduct following a complaint or an investigation. The stipulated agreement is binding to both parties and is enforceable under its own terms, or by subsequent action by the Professional Standards Commission. (3-20-04)

23. Student. Any individual enrolled in any Idaho public or private school from preschool through grade 12. (3-20-04)

24. Sufficient Grounds. A determination by the Executive Committee that sufficient evidence exists to issue an Administrative Complaint. (3-20-04)

078. -- 089. (RESERVED)

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SUBJECT

Temporary and Proposed Rule Change to IDAPA 08.02.02.140. - Accreditation

REFERENCE

August 9, 2007	State Board revised accreditation rule to require accreditation of all public secondary schools serving any grades 9-12 and adopted the Northwest Accreditation Association as Idaho's accrediting body.
August 11, 2011	State Board approved revisions to rule that changed the name of the Northwest Accreditation Association to the Northwest Accreditation Commission
April 19, 2012	The State Department of Education provided an update and informational item to the State Board of Education outlining the merger between the Northwest Accreditation Commission and AdvancEd.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-119, Idaho Code, Idaho Administrative code, IDAPA 08.02.02.140 - Rules Governing Uniformity

BACKGROUND/DISCUSSION

Section 33-119, Idaho Code, requires the State Board of Education to establish standards for the accreditation of any secondary school and set standards for all elementary schools as it may deem necessary. In August, 2007, the State Board of Education eliminated the Idaho State Accreditation process and adopted the Northwest Association of Accredited Schools (NAAS) standards for accreditation purposes due to the fact that a duplication of efforts existed between the two processes. This change allowed the State Department of Education to reallocate funding to other program areas within the Department and provided an opportunity to divert some of those funds back into classrooms across Idaho.

In 2011, the Northwest Association of Accredited Schools changed their name to the Northwest Accreditation Commission (NWAC) to better reflect their organizational structure as a commission rather than an association due to changes in membership and representation. In 2012, the Northwest Accreditation Commission merged with AdvancEd, becoming an Accreditation division of AdvancEd.

In accordance with IDAPA 08.02.02.140, all public secondary schools, serving any grade(s) 9-12, will be accredited by the Northwest Accreditation Commission. In the past, many school districts have operated Alternative Schools that are sponsored programs under a traditional high school. Under this

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structure, these alternative schools that function as programs are accredited as part of the traditional high school and their accountability is combined with the traditional high school under Idaho's Star Rating system. Upon further analysis, the State Department of Education believes that this relationship is in violation of IDAPA 08.02.02.140, but sees the value in continuing relationships where Alternative Schools can be considered sponsored programs under a traditional high school for accreditation purposes. As a result, the State Department of Education is recommending revisions to IDAPA 08.02.02.140 that will solidify which schools can operate as programs and which schools must seek standalone accreditation. This rule revision will ensure that all schools and all students are being properly accounted for through accreditation and Idaho's Star Rating system. The proposed language before you has been reviewed and approved by the Idaho Accreditation Committee.

ATTACHMENTS

Attachment 1 – Amended IDAPA 08.02.02.140

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BOARD ACTION

I move to approve the temporary and proposed rule amendment to IDAPA 08.02.02.140 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

140. ACCREDITATION.

All public secondary schools, serving any grade(s) 9-12, will be accredited. Accreditation is voluntary for elementary schools, grades K-8, ~~and~~ private and parochial schools and alternative schools not identified in Subsection 140.01.a through 140.01.e. (Section 33- 119, Idaho Code) ()

01. Alternative Schools. Beginning with the 2014-15 school year, an alternative school serving any grade(s) 9-12, that meets any three (3) of the following criteria, Subsection 140.01.a through 140.01.e, shall be required to be accredited. An alternative school that does not meet three (3) of the following criteria shall be considered as an alternative program by the district board of trustees and shall be included in the accreditation process and reporting of another secondary school within the district for the purposes of meeting the intent of this rule. ()

a. School has an Average Daily Attendance greater than or equal to 36 students based on previous years enrollment. ()

b. School enrolls any students full-time for the school year once eligibility determination is made as opposed to schools that enroll students for “make-up” or short periods of time. ()

c. School offers an instructional model that is different than that provided by the traditional high school within the district for a majority of the coursework, including but not limited to online/virtual curriculum. ()

d. School administers diplomas that come from that alternative school as opposed to students receiving a diploma from the traditional high school within the school district. ()

e. School receives its own accountability rating for federal reporting purposes. ()

~~01.02.~~ Continuous School Improvement Plan. Schools will develop continuous school improvement plans focused on the improvement of student performance. ()

~~02.03.~~ Standards. Schools will meet the accreditation standards of the Northwest Accreditation Commission. ()

~~03.04.~~ Reporting. An annual accreditation report will be submitted to the State Board of Education. ()

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SUBJECT

Temporary Rule IDAPA 08.02.03.105 – Graduation Requirements

REFERENCE

November 2006	Board approved Pending Rule amending high school graduation requirements.
June 2012	Board approved Proposed Rule amendment allowing flexibility in meeting the math graduation requirement.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1628, Idaho Code
Section 33-1620, Idaho Code
Section 33-512C, Idaho Code
Idaho Administrative code, IDAPA 08.02.03 – Section 105, High School Graduation Requirements

BACKGROUND/DISCUSSION

At the November 1, 2006 Special Board Meeting, the Board approved a pending rule (Docket 08-0203-0605) amending the state high school graduation requirements. These changes included the requirement that students take two credits of math during their last year of high school along with several other revisions to the high school graduation requirements rule. The purpose of increasing math requirements at the high school level was two-fold: to increase rigor and to better prepare students for post-secondary education. This was to be attempted not only through increasing the number of credits required, but also by requiring students take math during the senior year.

During the 2013 Legislative Session, the Idaho Legislature passed Senate Bill 1091 and Senate Bill 1028, which were both based on providing students with opportunities to advance through their coursework at a more rapid rate by taking online overload courses paid for by the State of Idaho. This would then allow eligible students to either graduate early or take dual credit courses at the expense of the State of Idaho.

The 8-in-6 Program outlined in Section 33-1628, Idaho Code as established by Senate Bill 1091, is designed to help students complete 8 years of school work in 6 years:

- 2 years of middle school
- 4 years of high school
- 2 years of college, university, or professional technical education

Students may begin the program in the 7th grade and must complete at least one online summer or online overload course, in addition to their full course load, each school year. The state will pay for up to 2 online summer courses and 2 online overload courses per student per school year, for a maximum of 4 courses

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per year. The state will pay for a maximum of 8 credits of online summer/overload courses per student during their participation in the 8-in-6 program. The state will pay \$225 per online course. If the cost exceeds \$225, the student must pay the difference.

The Master Advancement Program (MAP) outlined in Section 33-1620, Idaho Code as established by Senate Bill 1028, is designed to allow districts and public charter schools to utilize mastery exams enabling students to progress more quickly through school. Districts and public charter schools must apply to participate in MAP. Students must meet the eligibility criteria set by local districts and public charter schools to participate. The program is limited to 10% of students in each grade level in participating districts. Unfilled slots can be reallocated first within the school district, then at the state-level. The student receives 35 percent of ADA as a scholarship. Thirty five percent of the ADA is distributed to the school district, and the remaining 30 percent is savings to the state.

The Advanced Opportunities (previously titled Dual Credit for Early Completers) program outlined in Section 33-1626, Idaho Code as established by Senate Bill 1091, is designed for students who have completed the state high school graduation requirements, with the exception of the senior project and math in the final year of high school, by no later than the beginning of the their final semester or trimester. Students meeting this criteria, are eligible for up to 36 postsecondary credits of dual credit courses paid for by the state or up to 12 AP or CLEP exams paid for by the state.

Currently, IDAPA 08.02.03.105 allows students to complete any required high school course with a grade of C or higher before entering grade nine, if that course meets the same standards that are required in high school, then the student will have met the high school content area requirement for such course. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. in addition to the courses completed in middle school. In reviewing these three programs, the State Department of Education believes that an amendment to IDAPA 08.02.03.105, is necessary for students to fully access and participate in these programs as intended by legislators. The amendments being proposed allows students to earn both the content and credit requirements for any high school course taken prior to a student entering the 9th grade if that course meets the following criteria:

- The course meets the same standards that are required in high school,
- The course is taught by a properly certified teacher who meets the federal definition of being highly qualified for the course being taught and
- The school providing the course is accredited as recognized by the state board.

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In addition to the above changes, this rule revision addresses two points of clarification related to the math in the final year of school requirement. This revision clarifies that students who must return to school during the summer or the following fall for less than a full load of courses due to failing a course are not required to retake a math course as long as they have completed six credits of mathematics. This rule revision defines when a student's final year of high school begins as it pertains to the math in the final year of high school. This rule is necessary to clarify that the math requirement in the final year of high school may be taken during the summer preceding the student's final year of high school.

This rule is being brought forth as a temporary to allow students to begin taking advantage of the programs outlined in Senate Bills 1091 and 1028.

IMPACT

If approved, students will be able to take high school courses while still enrolled in middle school/junior high and meet the content and credit requirements for such course prior to enrolling in 9th grade. This will allow students to take advantage of the programs outlined in Senate Bill 1091 and Senate Bill 1028 as was intended by the Idaho Legislature. This revision will also provide clarification around the math in the final year of school requirement.

ATTACHMENTS

Attachment 1 – Proposed changes to IDAPA 08.02.03.105

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BOARD ACTION

I move to approve the temporary rule amendment to IDAPA 08.02.03.105 - High School Graduation Requirements, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

104. OTHER REQUIRED INSTRUCTION.

Other required instruction for all students and other required offerings of the school are: (4-1-97)

01. Elementary Schools. (4-11-06)

a. The following section outlines other information required for all elementary students, as well as other required offerings of the school:

Fine Arts (art and music)
Health (wellness)
Physical Education (fitness) (4-11-06)

b. Additional instructional options as determined by the local school district. For example:
Languages other than English
Career Awareness (4-1-97)

02. Middle Schools/Junior High Schools. (4-11-06)

a. No later than the end of Grade eight (8) each students shall develop parent-approved student learning plans for their high school and post-high school options. The learning plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the school district's or LEA's graduation standards. The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-11-06)

b. (Effective for all students that enter the sixth grade in the fall of 2006 or later.) A student must have taken pre-algebra before the student will be permitted to enter grade nine (9). (4-11-06)

c. Other required instruction for all middle school students:
Health (wellness)
Physical Education (fitness) (4-11-06)

d. Other required offerings of the school:
Family and Consumer Science
Fine & Performing Arts
Professional Technical Education
Advisory Period (middle school only, encouraged in junior high school) (4-11-06)

~~**03. High Schools (Grades 9-12) (Effective for all students that graduate prior to January 1, 2012).** Students will maintain a parent approved student learning plan for their high school and post high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent~~

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~~approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. The learning plan outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academic, professional technical education (PTE), or humanities aligned with the student's post graduation goals. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed.~~ (4-11-06)()

- ~~a. Other required instructional offerings of the high school. Each student must complete credit and achievement standards in at least two (2) of the following areas of instructional offerings:
Physical Education (fitness)
Humanities
Professional Technical Education (including work-based learning)
Family and Consumer Science
Fine and Performing Arts
Languages other than English (may include indigenous languages or sign language) (4-11-06)()~~

105. HIGH SCHOOL GRADUATION REQUIREMENTS.

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (5-8-09)

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-two (42) credits. The forty-two (42) credits must include twenty-five (25) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. All credit-bearing classes must be aligned with state high school standards in the content areas for which standards exist. For all public school students who enter high school at the 9th grade level in Fall 2009 or later, the minimum graduation requirement will be forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (3-29-12)

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-29-10)

b. Mastery. A student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (3-29-10)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-29-10)

d. Mathematics. Four (4) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. For all public school students who enter high school at the 9th grade level in Fall 2009 or later, six (6) semester credits are required. For such students, secondary mathematics includes instruction in the following areas: (3-29-10)

i. Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education; (3-29-10)

ii. Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as

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approved by the State Department of Education; and (3-29-10)

iii. Two (2) credits of mathematics of the student's choice. (3-29-10)

iv. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics.

()

v. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their last year of high school. (4-4-13)

e. Science. Four (4) credits are required, two (2) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (3-29-10)

i. Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later, six (6) credits will be required. (3-29-10)

ii. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-29-10)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. (3-29-10)

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. (3-29-10)

02. Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-29-10)

03. College Entrance Examination. (Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later.) (3-29-12)

a. A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACCUPLACER, ACT or SAT. Scores must be included in the Learning Plan. (3-29-12)

b. A student may elect an exemption in their 11th grade year from the college entrance exam requirement if the student is: (3-29-12)

i. Enrolled in a special education program and has an Individual Education Plan (IEP) that specifies accommodations not allowed for a reportable score on the approved tests; or (3-29-12)

ii. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less.

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(3-29-12)

04. Senior Project. (Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later.) A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA. (3-29-10)

05. Middle School. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), ~~and if that course meets the same standards that are required in high school, if the course is taught by a properly certified teacher who meets the federal definition of being highly qualified for the course being taught and if the school providing the course is accredited as recognized by the state board,~~ then the student ~~has~~ will have met the high school content and credit area requirement for such course. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. ~~However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.e. through 105.01.h. in addition to the courses completed in middle school.~~ (3-29-12)()

06. Proficiency. Each student must achieve a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and will be given an opportunity to demonstrate proficiency of the content standards through some other locally established plan. School districts or LEAs shall adopt an alternate plan and provide notice of that plan to all students who have not achieved a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test by the fall semester of the student's junior year. All locally established alternate plans used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. Alternate plans must be promptly re-submitted to the Board whenever changes are made in such plans. (4-7-11)

- a.** Before entering an alternate measure, the student must be: (4-2-08)
 - i. Enrolled in a special education program and have an Individual Education Plan (IEP); or (3-20-04)
 - ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less; or (3-20-04)
 - iii. Enrolled in the fall semester of the senior year. (3-20-04)
- b.** The alternate plan must: (4-7-11)
 - i. Contain multiple measures of student achievement; (4-7-11)
 - ii. Be aligned at a minimum to tenth grade state content standards; (4-7-11)
 - iii. Be aligned to the state content standards for the subject matter in question; (4-7-11)
 - iv. Be valid and reliable; and (4-7-11)
 - v. Ninety percent (90%) of the alternate plan criteria must be based on academic proficiency and performance. (4-7-11)
- c.** A student is not required to achieve a proficient or advanced score on the ISAT if: (5-8-09)
 - i. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam must approved by the State Board of Education and must measure skills at the tenth grade level and be in comparable subject areas to the ISAT; (5-8-09)
 - ii. The student completes another measure established by a school district or LEA and received by

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the Board as outlined in Subsection 105.06; or

(3-29-10)

iii. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (5-8-09)

iv. The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (5-8-09)

07. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

08. Foreign Exchange Students. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

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SUBJECT

Proposed Fee Rule- IDAPA 08.02.03.128, Rules Governing Thoroughness-Curricular Materials Selection and Online Course Providers

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105, 33-118, and 33-1024, Idaho Code

BACKGROUND/DISCUSSION

During the 2013 Legislative Session, the Idaho Legislature re-established an online course portal under Senate Bill 1091 (Section 33-1024, Idaho Code) that will display courses and customer ratings from students and parents. Additionally, parents will be able to enroll their students in online courses with the home school district and communicate with the home school district through the portal.

Section 33-118, Idaho Code authorizes the Board by rule to determine the process by which the Department reviews and approves online courses, pursuant to Section 33-1024, Idaho Code. This rule outlines that process. Idaho certified classroom teachers will review the online course providers and courses under the direction of the State Department of Education. The providers will be approved for a period of four years. In order to cover the cost of review, the State Department of Education will charge providers a submission fee based on the number of courses offered, not to exceed the actual cost of review.

IMPACT

The funds generated will help defray the cost of conducting the review, but will not exceed it.

ATTACHMENTS

Attachment 1 – Proposed changes to IDAPA 08.02.03.128

Page 3

BOARD ACTION

I move to approve the proposed fee rule to IDAPA 08.02.03.128, Rules Governing Thoroughness, outlining the online course review and approval process as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**STATE DEPARTMENT OF EDUCATION
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**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

128. CURRICULAR MATERIALS SELECTION AND ONLINE COURSE APPROVAL (SECTIONS 33-118; 33-118A, IDAHO CODE).

The State Board of Education will appoint a committee to select curriculum materials. Committee appointments will be for a period of five (5) years. Committee appointments shall consist of not less than ten (10) total members from the following stakeholder groups: certified Idaho classroom teachers, Idaho public school administrators, Idaho higher education officials, parents, trustees, local board of education members, members of the Division of Professional Technical Education, and State Department of Education personnel. The Executive Secretary will be an employee of the State Department of Education and will be a voting member of the committee. The State Department of Education shall charge publishers submission fees of sixty dollars (\$60) or equal to the retail price of each, whichever is greater, to defray the costs incurred in the curricular material review and adoption process.

(3-27-13)

01. Subject Areas. Curricular materials are adopted by the State Board of Education for a period of six (6) years in the following subject areas: reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/technical education, science, health, handwriting, literature, driver education, limited English proficiency.

(4-11-06)

02. Multiple Adoptions are Made in Each Subject Area.

(4-5-00)

03. Bids. Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption.

(4-5-00)

04. Depository. The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option.

(4-5-00)

05. Local Policies. School districts will follow their own policies for adoption in subject areas offered by a school district for which materials are not covered by the state curriculum materials committee.

(4-5-00)

06. Online Course Review and Approval Process. The State Department of Education shall administer the review and approval of online course providers and courses. Reviewers shall be certified Idaho classroom teachers selected by the State Department of Education based on nominations. Online course providers are approved for a period of four (4) years. The State Department of Education shall charge online course providers submission fees based on the number of courses offered, not to exceed the actual costs incurred in the online course and course provider review and approval process.

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STATE DEPARTMENT OF EDUCATION
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SUBJECT

Proposed Rule IDAPA 08.02.03.160 – Gun-free Schools

REFERENCE

October 20, 2011	Presentation given to the Board on proposed language.
June 21, 2012	Board approved temporary and proposed rule changes to IDAPA 08.02.01.160, Safe Environment and Discipline
November 19, 2012	Board approved pending rule, Docket No. 08-0203-1202, Safe Environment and Discipline

APPLICABLE STATUTE, RULE, OR POLICY

18-3302 D (4) (f), Idaho Code
Idaho Administrative Code, IDAPA 08.02.03.160, Rules Governing Thoroughness

BACKGROUND/DISCUSSION

Idaho Administrative Code, IDAPA 08.02.03.160 requires school districts to have a comprehensive policy and procedures regarding Gun-free Schools in addition to other components related to safe environments and discipline. As a result of the active shooter incident at Sandy Hook Elementary in Newton, Connecticut, some Idaho districts are contemplating authorizing select school staff to carry firearms on campus. Idaho Code 18-3302D(4)(f) empowers local trustees to authorize school staff to carry firearms on campus.

To accurately reflect the prohibition of weapons on campus and the power of trustees to authorize select employees to carry firearms on campus, the State Department of Education proposes the following language replace the existing “Gun-free Schools” language.

IMPACT

If the State Board of Education does not approve this change in Idaho Administrative Code, and if districts authorize select employees to carry firearms on campus, the two directives will be in conflict. As a result confusion and lack of clarity regarding authorized weapons on campus may lead to security / safety risks in Idaho schools.

ATTACHMENTS

Attachment 1 – Revisions to IDAPA 08.02.03.160

BOARD ACTION

I move to approve the proposed rule to IDAPA 08.02.03.160, as submitted.

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Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING UNIFORMITY

160. SAFE ENVIRONMENT AND DISCIPLINE.

Each school district will have a comprehensive districtwide policy and procedure encompassing the following:

School Climate
Discipline
Student Health
Violence Prevention
Gun-free Schools <u>Students Prohibited from Possessing Weapons on Campus</u>
Substance Abuse – Tobacco, Alcohol, and Other Drugs
Suicide Prevention
Student Harassment
Drug-Free School Zones
Building Safety including Evacuation Drills

Districts will conduct an annual review of these policies and procedures.
(See Section 33-1612)

(4-4-13)(____)

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STATE DEPARTMENT OF EDUCATION
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SUBJECT

Idaho State University; Proposed Online Teaching Endorsement program.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114 and 33-1258, Idaho Code, Idaho Administrative Code, IDAPA 08.02.02.100 - Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

The field of online teaching and learning is in high demand creating a need for teachers with hands-on experience in the online environment as both student and teacher. The State of Idaho, recognizing this demand and desiring to assure qualified teachers in online programs, has implemented an Online Teaching Endorsement to support teacher certification in the content areas. This endorsement includes both coursework and internship requirements in the online environment, identifying ten widely accepted state standards that must be met.

The College of Education at Idaho State University (ISU) is pleased to submit this packet of information to the Professional Standards Committee and the State Board of Education for consideration of an Online Teaching Endorsement program to fulfill the Idaho State Department of Education's expectations for meeting its 21st century learner goals.

The College of Education established an ad hoc committee to examine how existing programs and/or courses could lead to the establishment of a protocol for the online teaching endorsement. Five courses under the Master of Education emphasis in Instructional Technology degree were identified. Moderate revisions were instituted to each of these and then reviewed by the ad hoc committee. The College of Education Graduate Studies Committee and the ISU Graduate Council then reviewed the courses with unanimous approval by both curriculum bodies for the changes.

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Online Teaching Endorsement program proposed by ISU. Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Standards for Online Teachers, contained in the Idaho Standards for Initial Certification of Professional School Personnel, would be met and/or surpassed through the proposed program.

During its October 2012 meeting, the Professional Standards Commission voted to recommend conditional approval of the proposed Online Teaching Endorsement program offered through ISU. With the conditionally approved status, ISU may admit candidates to the Online Teaching Endorsement program, and will undergo full approval once there are program completers.

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IMPACT

In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, Idaho State University must have all new programs reviewed for State approval.

ATTACHMENTS

Attachment 1 – ISU Online Teaching Endorsement Packet

Page 3

BOARD ACTION

I move to accept the Professional Standards Commission recommendation to conditionally approve the Online Teaching Endorsement program offered through Idaho State University as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



921 South 8th Avenue • STOP 8059 • Pocatello, ID 83209

Dr. Jane Strickland
Graduate Department of Educational Leadership
& Instructional Design

Dr. Dotty Sammons-Lohse, Chair
Graduate Department of Educational Leadership
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Dr. Deborah Hedeem, Dean
College of Education

Proposal: Online Teaching Endorsement

Program of Study • Submitted October 2012 to:

Katie Rhodenbaugh
Professional Standards Coordinator
Idaho State Department of Education
Professional Standards Commission

Proposed Online Teaching (OT) Endorsement Program of Study

The College of Education at Idaho State University (ISU) is pleased to submit this packet of information to the Professional Standards Committee for consideration of an Online Teaching Endorsement program to fulfill the Idaho State Department of Education's expectations for meeting its 21st century learner goals.

The College of Education established an ad hoc committee to examine how existing programs and/or courses could lead to the establishment of a protocol for the online teaching endorsement. Five courses under the Master of Education emphasis in Instructional Technology degree were identified. Moderate revisions were instituted to each of these and then reviewed by the ad hoc committee. The College of Education Graduate Studies Committee and the ISU Graduate Council then reviewed the courses with unanimous approval by both curriculum bodies for the changes. At this time, the one new course required for the endorsement – EDLT 6659 (*Online Teaching* Endorsement) has been unanimously approved at the academic department and college levels. The ISU Graduate Council will review this course proposal at their meeting on October 3, 2012.

The catalog descriptions for the six courses (see the Appendix for complete course syllabi) identified for the Online Teaching Endorsement through Idaho State University's College of Education are provided in the following section.

Catalog Description of Courses for OT Endorsement

EDLT 6616 *Integration of Technology into School Curriculum* (3 credits). Examination of appropriate and effective uses of technology in K-12 environments; focus on research-based methods and integration strategies for online and hybrid teaching/learning environments that incorporate current and emerging digital tools.

EDLT 6626 *Instructional Technology and Staff Development* (3 credits). Examination of in-service models for integration of technology into the K-12 curriculum, emphasizing integration of online and hybrid training environments that use current and emerging digital tools for professional development. PREREQ: EDLT 6616, EDLT 6655.

EDLT 6639 *Delivering Instruction in Electronic Formats* (3 credits). In-depth study of distance education; emphasis on various models of online delivery, content organization and presentation, graphic design principles, and incorporation of current and emerging technology tools for online environments. Students will conduct a field-test of an online instructional module and present a report of the instructional design process. PREREQ: EDLT 6656 or EDLT 7740.

EDLT 6655 *Fundamentals of Instructional Design* (3 credits). Introduction to recognized, standard instructional design models in the field as well as design principles that guide the development of instructional materials. Students will create an instructional unit for online

delivery incorporating appropriate multimedia materials. Principles related to ADA Section 508, Assistive Technology, and Universal Design for Learning will be emphasized in designing for the teaching/learning environment. PREREQ or COREQ: EDLT 6616.

EDLT 6656 *Fundamentals of Multimedia Development in Education* (3 credits). Exploration of the use of multimedia technology for designing digital learning content; emphasis is on online design, delivery, and evaluation. Students will conduct a field-test of a multimedia instructional module and present a report of the instructional design process. PREREQ: EDLT 6655.

EDLT 6659 *Online Teaching Internship* (6 credits). Candidates assume instructional and management responsibilities in supervised online elementary/secondary settings. Includes weekly professional development consultations. All coursework as indicated in the Online Teaching Endorsement program of study must be completed prior to enrollment in the Online Teaching Internship course. Grades S/U. F, S.

The recommended course sequence for the Program of Study is displayed in Table 1. The distribution of two courses per semester for the first academic year is in keeping with the standard load for part-time graduate candidates. The Internship (EDLT 6659) is intentionally placed as the last course of the program to represent this as the “capstone” experience.

Table 1. Suggested Course Sequence for On-line Teaching Endorsement

Fall Semester	Spring Semester	Fall Semester	Spring Semester
EDLT 6616 (3 credits) EDLT 6655 (3 credits)	EDLT 6656 (3 credits) EDLT 6626 (3 credits)	EDLT 6639 (3 credits)	EDLT 6659 (6 credits)

The alignment of the courses to the Idaho Online Teaching Standards is detailed in Table 2, and course artifacts and assessments, again aligned with the individual standards, are provided in Table 3.

Table 2. Online Teaching Endorsement Courses Matched to ID OT Standards Matrix

Color codes:	Introduce
	Reinforce
	Master

ID SDE Online Teaching Endorsement Standards	Courses					
	EDLT 6616	EDLT 6655	EDLT 6626	EDLT 6656	EDLT 6639	EDLT 6659
Standard #1: Knowledge of Online Education – The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.						
<i>Knowledge</i>						
1. The online teacher understands the current standards for best practices in online teaching and learning.	I			R		M
2. The online teacher understands the role of online teaching in preparing students for the global community of the future.	I			R	R	M
3. The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.	I	R	R			M
4. The online teacher understands the relationship between online education and other subject areas and real life situations.			I	R	R	M
5. The online teacher understands the relationship between online teaching and advancing technologies.	I		R		R	M
6. The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.	I	R		R	R	M
7. The online teacher understands the instructional delivery continuum (e.g., fully online to blended to face-to-face).		I	I	R	R	M
<i>Disposition</i>						
1. The online teacher realizes that online education is not a fixed body of knowledge but is complex and ever evolving.	I	R	R		R	M
2. The online teacher has enthusiasm for online education and the potential to positively impact student learning.		I		R	R	M
<i>Performance</i>						
1. The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.	I	R	R	R		M
2. The online teacher demonstrates application of communication technologies for teaching and learning (e.g., learning management systems (LMS), content management systems (CMS), email, discussion, desktop video conferencing, and instance messaging tools).	I	R	R	R	R	M
3. The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).	I				R	M
4. The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).	I				R	M
5. The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.		I	R	R		M
6. The online teacher demonstrates knowledge of access, equity (digital divide), and safety concerns in online environments.	I	R	R	R	R	M

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ID SDE Online Teaching Endorsement Standards	Courses					
	EDLT 6616	EDLT 6655	EDLT 6626	EDLT 6656	EDLT 6639	EDLT 6659
Standard #2: Knowledge of Human Development and Learning – The online teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.						
<i>Performance</i>						
1. The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., synchronous and asynchronous, individual and group learning, digital communities).	I	I	I	R	R	M
2. The online teacher uses communication technologies to alter learning strategies and skills (e.g., media literacy, visual literacy).	I			R		M
3. The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.		I	R	R		M
4. The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. {Physical (e.g., repetitive use injuries, back and neck strain); Sensory development (e.g., hearing, vision, computer vision syndrome, ocular lock); Conceptions of social space (e.g., identity formation, community formation, autonomy); Emotional (e.g., Isolation, cyber-bullying); Moral (i.e., Enigmatic communities, Disinhibition effect); Cognitive; Creativity}.	I			R	R	M
Standard #3: Modifying Instruction for Individual Needs – The online teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.						
<i>Disposition</i>						
1. The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act, and Section 508 requirements for accessibility.	I	R	R	R	R	M
<i>Performance</i>						
1. The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.	I	R		R	R	M
2. The online teacher modifies, customizes, and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provides multiple paths to learning objectives, differentiates instruction, strategies for non-native English speakers).	I			R		M
3. The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).			I			M
Standard #4: Multiple Instructional Strategies – The online teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.						
<i>Knowledge</i>						
1. The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).	I	I	R	R	R	M
2. The online teacher understands appropriate uses of learning and/or content management systems for student learning.	I	I	I	R	R	M
<i>Disposition</i>						
1. The online teacher promotes student autonomy, independence, and responsibility for lesson mastery.		I		R		M
2. The online teacher promotes, supports, and models creative and innovative thinking, and inventiveness.	I	I	R	R	R	M
3. The online teacher promotes student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.	I			R		M

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ID SDE Online Teaching Endorsement Standards	Courses					
	EDLT 6616	EDLT 6655	EDLT 6626	EDLT 6656	EDLT 6639	EDLT 6659
<i>Performance</i>						
1. The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs (e.g., online teacher-gathered data and student offered feedback).	I	R	R	R		M
2. The online teacher uses student-centered instructional strategies to engage students in learning (e.g., peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environments, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design).		I		R		M
3. The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer-directed and computer-assisted software, digital age media).	I	I	R	R	R	M
Standard #5: Classroom Motivation and Management Skills – <i>The online 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.</i>						
<i>Performance</i>						
1. The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, internet safety, acceptable use policy [AUP]).	I		R	R	R	M
2. The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).				I		M
3. The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, uses online tool functionality to improve instructional efficiency).	I			R		M
Standard #6: Communication Skills, Networking, and Community Building – <i>The online teacher uses a variety of communication techniques, including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.</i>						
<i>Disposition</i>						
1. The online teacher recognizes the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.	I	R	R	R	R	M
<i>Performance</i>						
1. The online teacher is a thoughtful and responsive communicator.	I	R	R	R	R	M
2. The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).	I	R	R	R	R	M
3. The online teacher demonstrates the ability to communicate effectively using a variety of mediums.	I	R	R	R	R	M
4. The online teacher adjusts communication in response to cultural differences (e.g., wait-time and authority).			I	R		M
Standard #7: Instructional Planning Skills – <i>The online plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</i>						
<i>Performance</i>						
1. The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization, and expectations.	I	I	I	R		M
2. The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.	I	I	R	R		M
3. The online teacher designs and develops subject-specific online content.	I		I	R		M
4. The online teacher uses multiple forms of media to design course content.	I	I	R	R	R	M
5. The online teacher designs course content to facilitate interaction and discussion.		I	R	R		M
6. The online teacher designs course content that complies with intellectual property rights and fair use standards.	I	I	R	R	R	M

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Standard #8: Assessment of Student Learning – The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.						
<i>Performance</i>						
1. The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.		I	I	R		M
2. The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.	I		I	R		M
Standard #9: Professional Commitment and Responsibility – The online 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 online teaching.						
<i>Knowledge</i>						
1. The online teacher understands the need for professional activity and collaboration beyond school (e.g., professional learning communities).		I	I	R	I	M
2. The online teacher knows how educational standards and curriculum align with 21 st century skills.	I	I	R	R	R	M
<i>Disposition</i>						
1. The online teacher recognizes his/her professional responsibility to contribute to the effectiveness, vitality, and self-renewal of the teaching profession as well as to his/her online school and community.		R	M	R		M
<i>Performance</i>						
1. The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUPs, etc.).	I		R	R	R	M
2. The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.	I	R	R	R	R	M
3. The online teacher demonstrates alignment of educational standards and curriculum with 21 st century technology skills.	I	R	R	R	R	M
Standard #10: Partnerships – The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.						M

Table 3. Course Artifacts and Assessments aligned with Online Teaching Endorsement Standards

Standard #1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.					
EDLT 6616 Integration of Technology into the School Curriculum	EDLT 6655 Fundaments of Instructional Design	EDLT 6626 Instructional Technology & Staff Development	EDLT 6656 Fundamentals of Multimedia Development in Education	EDLT 6639 Delivering Instruction in Electronic Formats	EDLT 6659 Online Teaching Internship
Lesson Plan with Gagne's 9 Events of Instruction	Annotated Bibliography	Annotated Bibliography	Review of the Literature	Needs Analysis	Instructional Unit
Diversity Analysis	Citation/Reference Documentation	Acceptable Use Policy Case Study	Citation/Reference Documentation	Learning Task Map & Assessment Plan	Assessment Instruments
Assistive Technology Case Study	Needs Analysis	Gagne-based Lesson Plan	Instructional Unit	WBI Strategy	Online Teaching Portfolio
Technology-enhanced Lesson Plan	Design Tasks	Professional Development Project	Needs Analysis	Media Analysis	LMS Activity Logs
Portfolio	Lesson Plan	Professional Development Report	Design Tasks	Storyboard with Media Selection	Online Blog
Implementation Reflection	ID Project Report		Instructional Unit	WBI Module	Reflection Section of OT Portfolio
Technology Philosophy	ID Project Presentation		Data Analysis	Implementation Reflection & Evaluation Report	Internship Evaluation
			Evaluation Report		

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

EDLT 6616 Integration of Technology into the School Curriculum	EDLT 6655 Fundamentals of Instructional Design	EDLT 6626 Instructional Technology & Staff Development	EDLT 6656 Fundamentals of Multimedia Development in Education	EDLT 6639 Delivering Instruction in Electronic Formats	EDLT 6659 Online Teaching Internship
Diversity Analysis	Needs Analysis	Annotated Bibliography	Needs Analysis	Needs Analysis	Instructional Unit
Assistive Technology Case Study	Design Tasks	Acceptable Use Policy Case Study	Design Tasks	WBI Strategy	Assessment Instruments
Technology- enhanced Lesson Plan	Lesson Plan	Gagne-based Lesson Plan	Instructional Unit	WBI Module	Online Teaching Portfolio
Portfolio	ID Project Report	Professional Development Project	Data Analysis	Implementation Reflection & Evaluation Report	Internship Evaluation
Implementation Reflection	ID Project Presentation	Professional Development Report	Evaluation Report		
Technology Philosophy					

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Standard #3: Modifying Instruction for Individual Needs - The online teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.					
EDLT 6616 Integration of Technology into the School Curriculum	EDLT 6655 Fundamentals of Instructional Design	EDLT 6626 Instructional Technology & Staff Development	EDLT 6656 Fundamentals of Multimedia Development in Education	EDLT 6639 Delivering Instruction in Electronic Formats	EDLT 6659 Online Teaching Internship
Lesson Plan with Gagne's 9 Events of Instruction	Needs Analysis	Acceptable Use Policy Case Study	Needs Analysis	Needs Analysis	Instructional Unit
Diversity Analysis	Design Tasks	Professional Development Project	Design Tasks	Learning Task Map & Assessment Plan	Assessment Instruments
Assistive Technology Case Study	Lesson Plan	Professional Development Report	Instructional Unit	WBI Strategy	Online Teaching Portfolio
Technology-enhanced Lesson Plan	ID Project Report		Data Analysis	Implementation Reflection & Evaluation Report	Internship Evaluation
	ID Project Presentation		Evaluation Report		

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

EDLT 6616 Integration of Technology into the School Curriculum	EDLT 6655 Fundamentals of Instructional Design	EDLT 6626 Instructional Technology & Staff Development	EDLT 6656 Fundamentals of Multimedia Development in Education	EDLT 6639 Delivering Instruction in Electronic Formats	EDLT 6659 Online Teaching Internship
Software/Website Evaluation	Annotated Bibliography	Gagne-based Lesson Plan	Review of the Literature	Learning Task Map & Assessment Plan	Instructional Unit
Technology- enhanced Lesson Plan	Needs Analysis	Professional Development Project	Citation/Reference Documentation	WBI Strategy	Assessment Instruments
Portfolio	Design Tasks	Professional Development Report	Needs Analysis	Media Analysis	Online Teaching Portfolio
Implementation Reflection	Lesson Plan		Design Tasks	Storyboard with Media Selection	Internship Evaluation
	ID Project Report		Instructional Unit	Implementation Reflection & Evaluation Report	
Technology Philosophy	ID Project Presentation		Data Analysis		
			Evaluation Report		

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Standard #5: Classroom Motivation and Management Skills - The online 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.					
EDLT 6616 Integration of Technology into the School Curriculum	EDLT 6655 Fundamentals of Instructional Design	EDLT 6626 Instructional Technology & Staff Development	EDLT 6656 Fundamentals of Multimedia Development in Education	EDLT 6639 Delivering Instruction in Electronic Formats	EDLT 6659 Online Teaching Internship
Technology-enhanced Lesson Plan	Needs Analysis	Acceptable Use Policy Case Study	Needs Analysis	Needs Analysis	Instructional Unit
Portfolio	Design Tasks	Gagne-based Lesson Plan	Design Tasks	Media Analysis	Assessment Instruments
Implementation Reflection	Lesson Plan	Professional Development Project	Instructional Unit	WBI Module	Online Teaching Portfolio
Technology Philosophy	ID Project Report	Professional Development Report	Data Analysis	Implementation Reflection & Evaluation Report	Internship Evaluation
	ID Project Presentation		Evaluation Report		

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Standard #6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.					
EDLT 6616 Integration of Technology into the School Curriculum	EDLT 6655 Fundamentals of Instructional Design	EDLT 6626 Instructional Technology & Staff Development	EDLT 6656 Fundamentals of Multimedia Development in Education	EDLT 6639 Delivering Instruction in Electronic Formats	EDLT 6659 Online Teaching Internship
Technology-enhanced Lesson Plan	Annotated Bibliography	Annotated Bibliography	Review of the Literature	Implementation Reflection & Evaluation Report	Instructional Unit
Portfolio	ID Project Report	Gagne-based Lesson Plan	Citation/Reference Documentation		Assessment Instruments
Implementation Reflection	ID Project Presentation	Professional Development Project	Instructional Unit Report		Online Teaching Portfolio
Technology Philosophy		Professional Development Report	Instructional Unit Presentation		Discussion Forums Reflection Report
		Synchronous/Asynchronous Participation			Audio/Video Logs
					LMS Activity Logs
					Online Blog
					Reflection Section of OT Portfolio
					Internship Evaluation

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

EDLT 6616 Integration of Technology into the School Curriculum	EDLT 6655 Fundamentals of Instructional Design	EDLT 6626 Instructional Technology & Staff Development	EDLT 6656 Fundamentals of Multimedia Development in Education	EDLT 6639 Delivering Instruction in Electronic Formats	EDLT 6659 Online Teaching Internship
Lesson Plan with Gagne's 9 Events of Instruction	Citation/Reference Documentation	Gagne-based Lesson Plan	Instructional Unit	Needs Analysis	Instructional Unit
Copyright Quiz	Needs Analysis	Professional Development Project	Needs Analysis	Learning Task Map & Assessment Plan	Assessment Instruments
Software/Website Evaluation	Design Tasks	Professional Development Report	Design Tasks	WBI Strategy	Online Teaching Portfolio
Technology-enhanced Lesson Plan	Lesson Plan			Storyboard with Media Selection	Discussion Forums Reflection Report
Portfolio	ID Project Report		Data Analysis	Implementation Reflection & Evaluation Report	Audio/Video Logs
Implementation Reflection	ID Project Presentation		Evaluation Report		LMS Activity Logs
Technology Philosophy					Internship Evaluation

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Standard #8: Assessment of Student Learning - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.					
EDLT 6616 Integration of Technology into the School Curriculum	EDLT 6655 Fundaments of Instructional Design	EDLT 6626 Instructional Technology & Staff Development	EDLT 6656 Fundamentals of Multimedia Development in Education	EDLT 6639 Delivering Instruction in Electronic Formats	EDLT 6659 Online Teaching Internship
Technology-enhanced Lesson Plan	Needs Analysis	Gagne-based Lesson Plan	Needs Analysis	Needs Analysis	Internship Evaluation
Portfolio	Design Tasks	Professional Development Project	Design Tasks	Learning Task Map & Assessment Plan	
Implementation Reflection	Lesson Plan	Professional Development Report	Instructional Unit	WBI Strategy	
Technology Philosophy	ID Project Report		Data Analysis	Implementation Reflection & Evaluation Report	
	ID Project Presentation		Evaluation Report		
Standard #9: Professional Commitment and Responsibility - The online 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 online teaching.					
EDLT 6616 Integration of Technology into the School Curriculum	EDLT 6655 Fundaments of Instructional Design	EDLT 6626 Instructional Technology & Staff Development	EDLT 6656 Fundamentals of Multimedia Development in Education	EDLT 6639 Delivering Instruction in Electronic Formats	EDLT 6659 Online Teaching Internship
Technology-enhanced Lesson Plan	Annotated Bibliography	Annotated Bibliography	Review of the Literature	Implementation Reflection & Evaluation Report	Internship Evaluation
Portfolio	ID Project Report	Acceptable Use Policy Case Study	Citation/Reference Documentation		
Implementation Reflection	ID Project Presentation	Professional Development Project	Instructional Unit Report		
Technology Philosophy		Professional Development Report	Instructional Unit Presentation		
		Synchronous/Asynchronous Participation			

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Standard #10: Partnerships - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.					
EDLT 6616 Integration of Technology into the School Curriculum	EDLT 6655 Fundaments of Instructional Design	EDLT 6626 Instructional Technology & Staff Development	EDLT 6656 Fundamentals of Multimedia Development in Education	EDLT 6639 Delivering Instruction in Electronic Formats	EDLT 6659 Online Teaching Internship
					Online Teaching Portfolio
					Internship Evaluation

Appendix

Course Syllabi for Online Teaching Endorsement

EDLT 6616: Integration of Technology into the School Curriculum

Online

3 credits

[insert instructor name]

Office Location: [insert location info]

Preferred email: [\[insert instructor email link\]](#)

Office Phone: 282-xxxx

Office hours: [insert office hrs. info]

(Via in-person, phone, or online consultation)

COURSE DESCRIPTION

Examination of appropriate and effective uses of technology in K-12 environments; focus on research-based methods and integration strategies for online and hybrid teaching/learning environments that incorporate current and emerging digital tools.

COURSE TEXT / READINGS

There are no required textbooks for this course; however, an extensive list of assigned scholarly and research readings are required.

COMPUTER AND NETWORK ACCESS REQUIREMENT

Each participant must have full access (i.e., complete articles and findings [not just abstracts] must be available for all class members and the instructor either on screen or after being downloaded from an accessible site) to at least one online scholarly database that contains published research in the fields of education and instructional design.

Each participant must have:

- Full and continuous access to a computer with DSL (minimum speed) connection to the Internet
- Headset with microphone
- MS Office Suite (capable of opening .docx, .pptx, .xlsx files)
- Adobe Reader
- Internet browser software (e.g., *Firefox*, *Safari*, *Chrome*, etc.)
- Flash Player

TARGETED STANDARDS

The following standards will be used in fulfilling the competencies and outcomes expected in this course.

- ISU College of Education: Core Standards for Advanced Professionals
- ISTE Technology Facilitation & Leadership Standards (see the document on Moodle)
- Idaho K-12 Online Teaching Standards

COURSE OBJECTIVES

The goal of this course is to prepare Idaho State University Master of Education candidates and certified teachers who are seeking the Idaho K-12 Online Teaching Endorsement with the knowledge, skills, and integration of current and emerging technology tools into the traditional, blended (hybrid), and online educational and training environments of public and private entities.

Upon the completion of the EDLT 6616 course, the student will:

1. Demonstrate appropriate uses of technologies to promote communication.
2. Demonstrate appropriate uses of technologies to promote student learning.
3. Demonstrate appropriate uses of technologies to promote student engagement.
4. Formulate a technology philosophy statement for promoting face-to-face, blended, and online learning.
5. Demonstrate digital citizenship practices to promote the legal, ethical, and safe use of technology.

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6. Explain the use of assistive technologies within the face-to-face, blended, and online teaching/learning environment.
7. Integrate the use of assistive technologies within the face-to-face, blended, and online teaching/learning environment.
8. Demonstrate integration methods for digital media into a specific subject matter/content area to promote active, collaborative, authentic, constructive, and goal-directed learning.
9. Demonstrate accommodations/adaptations within a specific subject matter/content area for diverse learners using appropriate digital tools.
10. Demonstrate the use of digital tools for planning assessments for student learning.
11. Demonstrate the use of digital tools for creating/revising evaluation instruments for student learning.
12. Demonstrate the use of digital tools in the analysis of student learning in relation to student progress.
13. Demonstrate the facilitation of digital tools through a defined service project that contributes to peer-educator professional development.

COURSE SCHEDULE

Week #	Topic		Artifacts/Assignments
	Pedagogical/practical Topics	Technology tools	
1	Overview of the course content and expectations		
2	Selecting a service project Selecting a context	MS Word review MS PowerPoint review	
3	Instructional design basic principles	MS Excel review Movie making software review	
4	Assessment	WebQuests	Lesson plan with Gagne's 9 events of instruction
5	Constructivist's learning environments	Concept maps	
6	Copyright and fair use	Web 2.0: blogs and wikis	Copyright quiz online
7	Online safety, Acceptable User Policy	Web 2.0: podcasts	
8	Learner diversity analysis	Prezi	Diversity analysis
9	Equitable access, adaptive and assistive technology	Interactive whiteboards	AT: case study
10	Software/website evaluation	Google applications	Software/website evaluation
11	Data Analysis	TBA	Technology-enhanced lesson plan to create an active, collaborative, authentic, constructive, and goal-oriented learning experience with at least 3 selected technology artifacts
12, 13	Implementation of lesson plan		
14, 15	Report of service project implementation results Report of lesson plan implementation results		
16	No class; students work on portfolio		Portfolio Due Implementation reflection Technology philosophy

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COURSE ASSESSMENTS

<u>Artifacts to be included in the portfolio</u>	<u>70 points</u>
• Technology philosophy	10 points
• Lesson plan with Gagne's 9 events of instruction	10 points
• Diversity analysis	5 points
• Assistive technology case study	10 points
• Constructivist's lesson plan with technology integration artifacts	20 points
• Software/website evaluation	10 points
• Implementation reflection	5 points
<u>Participation</u>	<u>30 points</u>
• Online discussion moderation	10 points
• Participation in the asynchronous/synchronous activities	20 points

GRADING CRITERIA and GRADING SCALE

Grading Scale:

A	100% – 93%
A–	92.9% – 90%
B+	89.9% – 87%
B	86.9% – 83%
B–	82.9% – 80%
C+	79.9% – 77%
C	76.9% – 73%
C–	72.9% – 70%
D+	69.9% – 67%
D	66.9% – 63%
F	62.9% – 00%

Note: Omission of any major assignments will constitute a failing grade for the course. Late assignments will be assessed a penalty of 1/2 grade per day. In order to receive a passing grade in the class, all major assignments must be turned in. It is the policy not to assign a grade of “I” except in *extreme circumstances*. Documentation must be submitted along with any request for an extension. Granting of an “I” is at the discretion of the instructor.

REASONABLE ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Our program is committed to all students achieving their potential. If you have a diagnosed disability, or believe you have a disability (e.g., physical, cognitive, emotional, etc.), that might require “reasonable accommodation” on the part of the instructor, please contact the Director, Center for Services of Students with Disabilities (282-3599), Gravelly Hall, Room 123, as early as possible. As part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

ASSESSMENT CONSENT

A part of institutional and state outcomes assessment requirements, and state and national program accreditation requirements, the College of Education collects copies of performance assessments and assessment data for the purposes of individual and program accountability. By enrolling in this course, you consent to have your assessment information collected and utilized by the College of Education for these purposes and as part of credibility studies supporting the validity, consistency, and fairness of the assessments.

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To protect your confidentiality, when summary reports are published or discussed in conferences, no information will be included that would reveal your identity. If photographs, videos, or audiotape recordings of you obtained from your performance assessments are used to demonstrate program accountability, then your identity will be protected or disguised, or we will ask you for permission to disclose your identity in order to give you credit for your performance. We may disclose the assessment information we collect about you under other circumstances as permitted or required by law.

Assessment data are maintained and disclosed in accordance with Idaho State University policies to insure compliance with the provisions of the Federal Family Education Rights and Privacy Act of 1974, as amended. If you have any questions, please contact Dr. Peter Denner, Associate Dean, at 282-4230 or dennpete@isu.edu.

STUDENT CONDUCT

University Policies:

All acts of dishonesty in any work constitute academic misconduct. Dishonest conduct is unacceptable. In cases of academic dishonesty, such as cheating or plagiarism, students will be dismissed from class, given failing grades or otherwise disciplined by the faculty member. Before students are allowed to repeat the course, they must submit a petition to, and obtain approval from, the Scholarship Requirements Committee or the designated official of the college having jurisdiction over the course. Faculty members are responsible for deciding academic dishonesty cases which occur in their classes, except when a case involves additional violation of University policies. Such other violations may be resolved under the Student Code of Conduct, Rights, Responsibilities and Judicial Structure or other applicable procedures (from the Student Handbook).

Instructor's Note on Academic Dishonesty

Care should be taken when dealing with lesson plans, electronic texts, and graphical elements. **All materials used in this course, whether copyright protected, or in the public domain, must be properly cited.** *This requirement applies to all student work, including electronic presentations. Failure to follow this policy will result in a grade of "F" for the assignment in question. Repeated violations will result in a grade of "F" for the course.*

ATTENDANCE AND PARTICIPATION

Students are expected to actively participate in all aspect of class sessions (including online aspects).

ISSUES AND CONCERNS

Problems that are allowed to fester only become worse, especially when left until late in the semester. Discuss problems with your instructor as soon as possible to aid in your success in this course.

EVALUATION OF COURSE AND INSTRUCTOR

Standard College of Education course evaluation forms will be available in the Moodle course website at, or near, the end of the semester.

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COURSE ALIGNMENT to STANDARDS

Alignment of Standards, Course Objectives, and Course Assessment Methods			
Program Standard: ISTE Standards	Idaho State Online Teaching Endorsement Standards	Course Objectives	Assessment Method
2.1, 2.2, 2.6, 2.7	1, 3, 7	2, 3, 8, 9 10, 12	Lesson plan with Gagne's 9 events of instruction
4.2	7	5	Copyright quiz online
2.5, 4.1, 4.3	1, 2, 3	5, 6, 7	Diversity analysis
3.2, 3.4, 4.1, 4.3	1, 2, 3	6, 7	AT: case study
4.2	4, 7	2	Software/website evaluation
1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.6	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 7, 8, 9, 10, 11, 12	Technology-enhanced lesson plan to create an active, collaborative, authentic, constructive, and goal-oriented learning experience with at least 3 selected technology artifacts
1.1, 1.4, 2.8, 3.1, 3.2, 6.2, 6.3	1, 2, 3, 4, 5, 6, 7, 8, 9	1-13	Portfolio Implementation reflection Technology philosophy

EDLT 6626: Instructional Technology & Staff Development

Online

3 credits

[insert instructor name]

Office Location: [insert location info]

Preferred email: [\[insert instructor email link\]](#)

Office Phone: 282-xxxx

Office hours: [insert office hrs. info]

(Via in-person, phone, or online consultation)

COURSE DESCRIPTION

Examination of in-service models for integration of technology into the K-12 curriculum, emphasizing integration of online and hybrid training environments that use current and emerging digital tools for professional development. PREREQ: EDLT 6616, EDLT 6655.

COURSE TEXTS/READINGS

Smith, P., & Ragan, T. (2005). *Instructional design (third edition)*. Hoboken, NJ: John Wiley & Sons, Inc.

Full access to at least one online scholarly repository that contains published research in the fields of education, training, and instructional design (e.g., AECT digital library, AACE digital library, ASTD, etc.). **[NOTE: Full access** constitutes complete articles (not abstracts only) either in print or in digital media formats. Such access may require you join a professional organization as a student member; if you have questions related to this, contact the course instructor.]

Selected journals and readings (see Moodle course site for detail).

COMPUTER AND NETWORK ACCESS REQUIREMENT

Each participant must have full access to complete articles and findings (i.e., not abstracts only) for all research cited and referenced throughout the course. These must be available for all class members and the instructor either on screen or through download from the source; thus, each participant should have full access to at least one online scholarly database (e.g., AECT digital library, AACE digital library, ASTD, etc.) that contains published research in the fields of education, training, and instructional design.

Each participant must have:

- Full and continuous access to a computer with DSL (minimum speed) connection to the Internet
- Headset with microphone
- MS *Office* Suite (capable of opening .docx, .pptx, .xlsx files)
- Adobe Reader
- Internet browser software (e.g., *Firefox*, *Safari*, *Chrome*, etc.)
- Flash Player

TARGETED STANDARDS

The following standards will be used in fulfilling the competencies and outcomes expected in this course.

- ISU College of Education: Core Standards for Advanced Professionals
- IBSTPI (International Board of Standards for Training, Performance, and Instruction): Training Manager Competencies
- NACOL (North American Council of Online Learning: National Standards for Quality Online Teaching)
- Idaho K-12 Online Teaching Standards

COURSE GOALS, OBJECTIVES, and ASSESSMENTS

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The overall goal of this course is to prepare Idaho State University Master of Education candidates and certified teachers who are seeking the Idaho K-12 Online Teaching Endorsement with the knowledge, skills, and dispositions related to current and emerging technology tools into the traditional, blended (hybrid), and online educational and training environments of public and private entities.

The specific competencies, goals, objectives, and artifacts, assessments, and outcomes for this course are provided in the following table:

Goal	Objective	Outcome/Assessment
Communicate effectively in visual, oral, and written form.	1. The student develops an oral presentation for a training project. 2. The student develops written documentation for a training project.	PDP Oral Presentation/ Rubric PDP Documentation/ Rubric
Comply with established legal and ethical standards.	3. The student demonstrates legal parameters in producing a training project. 4. The student demonstrates ethical uses of technology in professional applications 5. The student demonstrates universal design, including Section 508 compliance, in producing a training project.	Citation & Reference Documentation
Maintain networks to advocate for and support the training function	6. The student actively engages in professional technology and training readings. 7. The student actively engages in professional discussions related to technology and training.	Readings Discussion board postings/Activity Log Annotated bibliographic entries/Rubric
Update and improve professional and business knowledge, skills, and attitudes.	8. The student actively explores current and emerging technologies for integration into the professional blended (hybrid) and online settings.	Readings Discussion board postings/Activity Log
Develop and monitor a strategic training plan.	9. The student uses an established ID model to develop visual media for a training project encompassing blended (hybrid) or online interfaces.	Task Rubrics for selected ID model PDP Project/Rubric PDP Presentation/ Rubric
Use performance analysis to improve the organization.	10. The student develops assessment instruments to measure achievement of knowledge, skills, and/or performance.	Assessment Instruments/Rubric
Plan and promote organizational change.	11. The student plans a training project that aligns with the organization's culture. 12. The student examines the professional setting's AUP for alignment with the training project.	Discussion board postings Online collaboration AUP case study
Use technology to enhance the training function.	13. The student employs online technologies for the training project.	PDP Project/Rubric
Evaluate training and performance interventions.	14. The student develops assessment instruments to evaluate the training experience.	Assessment Instrument Rubric PDP Project/Rubric

COURSE SCHEDULE

See the course Moodle site for the specific calendar for scheduled due dates for tasks, assignments, and class meetings.

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COURSE ASSESSMENTS

Artifacts

90 points

- | | |
|--|-----------|
| • Annotated Bibliography | 20 points |
| • AUP Case Study | 05 points |
| • Gagne-based lesson plan for one training session | 05 points |
| • Professional Development Project | 30 points |
| • Professional Development Report | 30 points |

Participation: Online discussion moderation/postings
Synchronous/asynchronous activities

10 points

GRADING CRITERIA and GRADING SCALE

Grading Scale:

A	100% – 93%
A–	92.9% – 90%
B+	89.9% – 87%
B	86.9% – 83%
B–	82.9% – 80%
C+	79.9% – 77%
C	76.9% – 73%
C–	72.9% – 70%
D+	69.9% – 67%
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Note: Omission of any major assignments will constitute a failing grade for the course. Late assignments will be assessed a penalty of 1/2 grade per day. In order to receive a passing grade in the class, all major assignments must be turned in. It is the policy not to assign a grade of “I” except in *extreme circumstances*. Documentation must be submitted along with any request for an extension. Granting of an “I” is at the discretion of the instructor.

REASONABLE ACCOMMODATION FOR STUDENTS WITH DISABILITIES

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A part of institutional and state outcomes assessment requirements, and state and national program accreditation requirements, the College of Education collects copies of performance assessments and assessment data for the purposes of individual and program accountability. By enrolling in this course, you consent to have your assessment information collected and utilized by the College of Education for these purposes and as part of credibility studies supporting the validity, consistency, and fairness of the assessments.

To protect your confidentiality, when summary reports are published or discussed in conferences, no information will be included that would reveal your identity. If photographs, videos, or audiotape recordings of you obtained from your performance assessments are used to demonstrate program accountability, then your identity will be protected or disguised, or we will ask you for permission to

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disclose your identity in order to give you credit for your performance. We may disclose the assessment information we collect about you under other circumstances as permitted or required by law.

Assessment data are maintained and disclosed in accordance with Idaho State University policies to insure compliance with the provisions of the Federal Family Education Rights and Privacy Act of 1974, as amended. If you have any questions, please contact Dr. Peter Denner, Associate Dean, at 282-4230 or dennpete@isu.edu.

STUDENT CONDUCT

University Policy:

All acts of dishonesty in any work constitute academic misconduct. Dishonest conduct is unacceptable. In cases of academic dishonesty, such as cheating or plagiarism, students will be dismissed from class, given failing grades or otherwise disciplined by the faculty member. Before students are allowed to repeat the course, they must submit a petition to, and obtain approval from, the Scholarship Requirements Committee or the designated official of the college having jurisdiction over the course. Faculty members are responsible for deciding academic dishonesty cases which occur in their classes, except when a case involves additional violation of University policies. Such other violations may be resolved under the Student Code of Conduct, Rights, Responsibilities and Judicial Structure or other applicable procedures (from the Student Handbook).

Instructor's Note on Academic Dishonesty

Care should be taken when dealing with lesson plans, electronic texts, and graphical elements. **All materials used in this course, whether copyright protected, or in the public domain, must be properly cited.** *This requirement applies to all student work, including electronic presentations. Failure to follow this policy will result in a grade of "F" for the assignment in question. Repeated violations will result in a grade of "F" for the course.*

ATTENDANCE AND PARTICIPATION

Students are expected to actively participate in all aspect of class sessions (including online [asynchronous and synchronous] aspects).

ISSUES AND CONCERNS

Problems that are allowed to fester only become worse, especially when left until late in the semester. Discuss problems with your instructor as soon as possible to aid in your success in this course.

EVALUATION OF COURSE AND INSTRUCTOR

Standard College of Education course evaluation forms will be available in the Moodle course website at, or near, the end of the semester.

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COURSE ALIGNMENT to STANDARDS

Alignment of Standards, Course Objectives, and Course Assessment Methods			
IBSTPI Competencies CoE Standards	ID State Online Teaching Standards	Course Objectives	Artifact/Assessment Method
Professional Foundations Professional Studies & Research	1, 2, 6, 9	6, 8	Annotated Bibliography/Scoring Sheet
Professional Foundations Professional Studies & Research	1, 2, 3, 5, 9	12	AUP Case Study/Scoring Sheet
Professional Foundations Planning & Analysis Design & Development Theoretical Foundations	1, 2, 4, 5, 6, 7, 8	3, 4, 5, 9, 10, 11, 13	Gagne-based Lesson Plan for 1 Training Session/Rubric
All Professional Studies & Research	1-9	1, 3, 4, 5, 9, 10, 11, 13, 14	Professional Development Project/Rubric
All Professional Studies & Research	1-9	2, 3, 6, 9, 10, 11, 14	Professional Development Report/Rubric
Professional Foundations	6, 9	1, 7	Synchronous/Asynchronous Participation/Scoring Sheet

EDLT 6639: Delivering Instruction in Electronic Formats

Online

3 credits

[insert instructor name]

Office Location: [insert location info]

Preferred email: [insert instructor email link]

Office Phone: 282-xxxx

Office hours: [insert office hrs. info]

(Via in-person, phone, or online consultation)

COURSE DESCRIPTION

In-depth study of distance education; emphasis on various models of online delivery, content organization and presentation, graphic design principles, and incorporation of current and emerging technology tools for online environments. Students will conduct a field-test of an online instructional module and present a report of the instructional design process. PREREQ: EDLT 6656.

COURSE TEXT / READINGS

Required Text:

Davidson-Shivers, G. & Rasmussen, K. (2006). *Web-based learning: Design, implementation and evaluation*. Portsmouth, NH: Pearson Education. ISBN: 0-13-081425-3

Note: Additional required readings will be available online

Recommended Texts:

Rice, K. (2012). *Making the Move to K-12 Online Teaching: Research-Based Strategies and Practices*. Boston, MA: Allyn & Bacon. ISBN: 9780132107617

Lohr, L. (2008). *Creating graphics for learning and performance: Lessons in visual literacy*. Portsmouth, NH: Pearson Education. ISBN: 978-0-13-219158-6

COMPUTER AND NETWORK ACCESS REQUIREMENT

Full access (i.e., complete articles and research findings can be accessed and read either on screen or after being downloaded) to at least one online scholarly database that contains published research in the fields of education and instructional design.

Full and continuous access to a personal computer with a DSL (minimum speed) connection to the Internet
Headset with microphone

MS *Office* Suite (capable of opening .docx, .pptx, .xlsx files)

Adobe Reader

Internet browser software (e.g., *Firefox*, *Safari*, *Chrome*, etc.)

Flash Player

TARGETED STANDARDS

The following standards will be used in fulfilling the competencies and outcomes expected in the course.

- ISU College of Education: Core Standards for Advanced Professionals
- ISTE Technology Facilitation & Leadership Standards (see the document on Moodle)
- Idaho K-12 Online Teaching Standards

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COURSE OBJECTIVES

The goal of this course is to prepare Idaho State University Master of Education candidates and certified teachers who are seeking the Idaho K-12 Online Teaching Endorsement in the design, development, and evaluation of an online course.

Upon completion of the EDLT 6639 course, the student will:

14. Describe the role of online teaching in preparing students for a global society.
15. Describe the current standards for best practices for online teaching/learning.
16. Appropriately employ dynamic technologies to promote synchronous and asynchronous communication and student learning (individual, cooperative, collaborative).
17. Identify principles of visual literacy.
18. Apply graphic design concepts and principles, and concepts of perception in all materials design.
19. Identify learning theories and best practices as identified by research that support current approaches to effective online course design.
20. Utilize appropriate and current instructional design methods and strategies (including appropriate assessment techniques) appropriate for targeted learners' physical, cognitive, social, and moral development.
21. Address motivational theories for online teaching and learning.
22. Apply principles of access, equity, and safety, and integrate assistive technologies in an online environment.
23. Use online management tools to analyze student academic achievement.
24. Adhere to policies of fair-use/plagiarism in the online teaching/learning environment.
25. Enlist security strategies in the online teaching and learning environment.
26. Collaborate with peer professionals in relation to the development and evaluation of the online teaching and learning environment.

COURSE SCHEDULE

Week #	Topics	Artifacts/Assignments
1	Overview of the class	
2	Selecting a project: a Web-based learning module (worth about 2 to 4-week's learning)	Project proposal
3	Goal, Context, Learner Analysis	Needs analysis document
4	Content Analysis: Learning Task Map	Learning task map and assessment plan
5, 6	WBI strategies (instructional, evaluation, and motivational strategies) for different types of learning	WBI strategy worksheet
7, 8	Media analysis (LMS features, basic HTML, server-client model <i>DreamWeaver</i> , <i>Fireworks</i> , <i>SoftChalk</i> , Respondus <i>StudyMate</i> , and other emerging technologies)	Student presentations
9, 10	Storyboard WBI module, considering ADA, copyright issues	Storyboard with media selection (and plan for student progress evaluation)
11, 12	Developing WBI module, considering ADA, copyright issues	WBI module
13, 14	Implementation and evaluation	Implementation reflection and evaluation report (including analysis of learning progress report)
15, 16	Project report and peer evaluation	Project presentation

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COURSE ASSESSMENTS

<u>Project:</u>	<u>70 points</u>
Goal, Context, Learner Analysis	10 points
Learning Task Map Document	05 points
Assessment Plan	05 points
Student technology presentation	10 points
Storyboard with media selection	10 points
WBI module	15 points
Implementation reflection and evaluation report	10 points
Project presentation	05 points
 <u>Participation:</u>	 <u>30 points</u>
Participation in the asynchronous and synchronous activities	

GRADING CRITERIA and GRADING SCALE

Grading Scale:

A	100% – 93%
A–	92.9% – 90%
B+	89.9% – 87%
B	86.9% – 83%
B–	82.9% – 80%
C+	79.9% – 77%
C	76.9% – 73%
C–	72.9% – 70%
D+	69.9% – 67%
D	66.9% – 63%
F	62.9% – 00%

Note: Omission of any major assignments will constitute a failing grade for the course. Late assignments will be assessed a penalty of 1/2 grade per day. In order to receive a passing grade in the class, all major assignments must be turned in. It is the policy not to assign a grade of “I” except in *extreme circumstances*. Documentation must be submitted along with any request for an extension. Granting of an “I” is at the discretion of the instructor.

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Instructor's Note on Academic Dishonesty

Care should be taken when dealing with lesson plans, electronic texts, and graphical elements. **All materials used in this course, whether copyright protected, or in the public domain, must be properly cited.** *This requirement applies to all student work, including electronic presentations. Failure to follow this policy will result in a grade of "F" for the assignment in question. Repeated violations will result in a grade of "F" for the course.*

ATTENDANCE AND PARTICIPATION

Students are expected to actively participate in all aspect of class sessions (including online aspects). If you shall encounter unexpected problems that will prevent you from attending synchronous online meetings, please let me know ahead of time (email or phone call). Failure to do so will result in participation penalty (calculated at the end of the course).

ISSUES AND CONCERNS

Problems that are allowed to fester only become worse, especially when left until late in the semester. Discuss problems with your instructor as soon as possible to aid in your success in this course.

EVALUATION OF COURSE AND INSTRUCTOR

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COURSE ALIGNMENT to STANDARDS

Alignment of Goals, Objectives, and Assessment Methods			
Program Standard (ISTE Standards)	Idaho State Online Teaching Endorsement Standards	Course Objectives	Assessment Method
2.6, 5.1	1, 2, 3, 5, 7, 8	7	Needs analysis document
2.1, 2.6, 2.7	1, 3, 4, 7, 8	7	Learning task map and assessment plan
2.2, 2.3	1, 2, 3, 4, 7, 8	6, 7, 8	WBI strategy worksheet
1.4, 3.2, 3.6	1, 4, 5	3, 10	Media analysis
1.2	1, 4, 7	3, 10	Storyboard with media selection (and plan for student progress evaluation)
2.5, 3.4, 4	1, 2, 5	3, 4, 5, 9, 11, 12	WBI module considering ADA, copyright issues
1.1, 2.8, 3.1, 3.2, 3.3, 3.5, 5.3, 6.2, 6.3	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 13	Implementation reflection and evaluation report (including analysis of learning progress report)

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EDLT 6655: Fundamentals of Instructional Design

Online

3 credits

[insert instructor name]

Office Location: [insert location info]

Preferred email: [insert instructor email link]

Office Phone: 282-xxxx

Office hours: [insert office hrs. info]

(Via in-person, phone, or online consultation)

COURSE DESCRIPTION

Introduction to recognized, standard instructional design models in the field as well as design principles that guide the development of instructional materials. Students will create an instructional unit for online delivery incorporating appropriate multimedia materials. Principles related to ADA Section 508, Assistive Technology, and Universal Design for Learning will be emphasized in designing for the teaching/learning environment. PREREQ or COREQ: EDLT 6616.

COURSE TEXTS/READINGS

Morrison, G., Ross, S., Kalman, H., & Kemp, J. (2011). *Designing effective instruction*. Hoboken, NJ: John Wiley & Sons, Inc.

VandenBos, G. (Ed.) (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Full access to at least one online scholarly repository that contains published research in the fields of education and instructional design (e.g., AECT digital library, AACE digital library, etc.). [**NOTE:** Full access constitutes complete articles (not abstracts *only*) either in print or in digital media formats. Such access *may require* you join a professional organization as a student member; if you have questions related to this, contact the course instructor.]

Various research journals/articles as specified on the Moodle course site.

COMPUTER AND NETWORK ACCESS REQUIREMENT

Each participant must have full access to complete articles and findings (i.e., not abstracts *only*) for all research cited and referenced throughout the course. These must be available for all class members and the instructor either on screen or through download from the source; thus, each participant should have full access to at least one online scholarly database (e.g., AECT digital library, AACE digital library, ASTD, etc.) that contains published research in the fields of education, training, and instructional design.

Each participant must have:

- Full and continuous access to a computer with DSL (minimum speed) connection to the Internet
- Headset with microphone
- MS *Office Suite* (capable of opening .docx, .pptx, .xlsx files)
- Adobe Reader
- Internet browser software (e.g., *Firefox*, *Safari*, *Chrome*, etc.)
- Flash Player

TARGETED STANDARDS

The following standards will be used in fulfilling the competencies and outcomes expected in this course.

- ISU College of Education (CoE): Core Standards for Advanced Professionals
- ISTE Technology Coaches Standards (see the document on Moodle)
- Idaho K-12 Online Teaching Standards

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COURSE GOALS, OBJECTIVES, and ASSESSMENTS

The overall goal of this course is to prepare Idaho State University Master of Education candidates and certified teachers who are seeking the Idaho K-12 Online Teaching Endorsement with the knowledge, skills, and dispositions related to current and emerging technology tools into the traditional, blended (hybrid), and online educational and training environments of public and private entities.

The specific competencies, goals, objectives, and artifacts, assessments, and outcomes for this course are provided in the following table:

Goal	Objective	Outcome/Assessment
Communicate effectively in visual, oral, and written form.	1. The student investigates the research base that has led to the current processes of instructional design (ID). 2. The student develops an oral presentation of an assigned ID model. 3. The student develops written documentation for an ID module. 4. The student presents a completed ID module in visual and oral modes.	Annotated Bibliography/Rubric Overview of multiple ID models/Scoring sheet ID documentation/ Rubric Synchronous presentation/Scoring sheet
Comply with established legal and ethical standards.	5. The student uses current APA guidelines for citing and referencing resources used in all aspects of the course.	Citation & Reference documentation/sections of various Rubrics and Scoring Sheets
Develop an instructional module using an established ID model.	6. The student uses an established ID model to conduct a thorough needs analysis for an instructional module for blended (hybrid) or online interfaces. 7. The student uses an established ID model to design an instructional module for blended or online interfaces. 8. The student uses an established ID model to develop an instructional Gagne-type lesson for an instructional module for blended or online interfaces.	Needs Analysis/Rubrics Design Tasks/ Rubrics Lesson Plan/Rubric
Produce a comprehensive report of the ID model's use in creating an instructional module.	9. The student documents the process for the ID model uses in creating the instructional module.	ID Project Report/Rubric
Present an oral report of the ID project using visual aids.	10. The student presents a comprehensive oral report of the ID module developed. 11. The student utilizes digital multimedia tools for presenting the oral report.	ID Project Presentation/Scoring Sheet

COURSE SCHEDULE

See the course Moodle site for the specific calendar for scheduled due dates for tasks, assignments, and class meetings.

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COURSE ASSESSMENTS

<u>Artifacts</u>	<u>90 points</u>
• Annotated Bibliography	20 points
• ID Module Analysis Phase	10 points
• ID Module Design Phase	10 points
• ID Model Project	30 points
• ID Module Report	20 points

Participation: Online discussion moderation/postings 10 points
Synchronous/asynchronous activities

GRADING CRITERIA and GRADING SCALE

Grading Scale:

A	100% – 93%
A–	92.9% – 90%
B+	89.9% – 87%
B	86.9% – 83%
B–	82.9% – 80%
C+	79.9% – 77%
C	76.9% – 73%
C–	72.9% – 70%
D+	69.9% – 67%
D	66.9% – 63%
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Note: Omission of any major assignments will constitute a failing grade for the course. Late assignments will be assessed a penalty of 1/2 grade per day. In order to receive a passing grade in the class, all major assignments must be turned in. It is the policy not to assign a grade of “I” except in *extreme circumstances*. Documentation must be submitted along with any request for an extension. Granting of an “I” is at the discretion of the instructor.

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ASSESSMENT CONSENT

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STUDENT CONDUCT

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ATTENDANCE AND PARTICIPATION

Students are expected to actively participate in all aspect of class sessions (including online [asynchronous and synchronous] aspects).

ISSUES AND CONCERNS

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EVALUATION OF COURSE AND INSTRUCTOR

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COURSE ALIGNMENT to STANDARDS

Alignment of Standards, Course Objectives, and Course Assessment Methods			
ISTE Standards CoE Standards	ID State Online Teaching Standards	Course Objectives	Artifact/Assessment Method
1.a., 6 Professional Studies & Research Theoretical Foundations	1, 4, 6, 9	1 – 4	Annotated Bibliography/Scoring Sheet Overview of ID model/Scoring sheet Synchronous presentation/Scoring sheet
5.b Professional Studies & Research	1, 7	5	Citation & Reference Documentation/Sections of various Rubrics and Scoring Sheets
2.a, 2.b, 2.d, 2.f, 2.g, 3.a Professional Studies & Research Theoretical Foundations	1, 2, 3, 4, 5, 7, 8	6 – 8	Needs Analysis/Rubrics Design Tasks/ Rubrics Lesson Plan/Rubric
Professional Studies & Research	1 – 9	9	ID Project Report/Rubric
Professional Studies & Research	1 – 9	10, 11	ID Project Presentation/Scoring Sheet

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EDLT 6656: Fundamentals of Multimedia Development in Education

Online

3 credits

[insert instructor name]

Office Location: [insert location info]

Preferred email: [insert instructor email link]

Office Phone: 282-xxxx

Office hours: [insert office hrs. info]

(Via in-person, phone, or online consultation)

COURSE DESCRIPTION

Exploration of the use of multimedia technology for designing digital learning content; emphasis is on online design, delivery, and evaluation. Students will conduct a field-test of a multimedia instructional module and present a report of the instructional design process. PREREQ: EDLT 6655.

COURSE TEXTS/READINGS

TBA

VandenBos, G. (Ed.) (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

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Various research journals/articles as specified on the Moodle course site.

COMPUTER AND NETWORK ACCESS REQUIREMENT

Each participant must have full access to complete articles and findings (i.e., not abstracts only) for all research cited and referenced throughout the course. These must be available for all class members and the instructor either on screen or through download from the source; thus, each participant should have full access to at least one online scholarly database (e.g., AECT digital library, AACE digital library, ASTD, etc.) that contains published research in the fields of education, training, and instructional design.

Each participant must have:

- Full and continuous access to a computer with DSL (minimum speed) connection to the Internet
- Headset with microphone
- MS Office Suite (capable of opening .docx, .pptx, .xlsx files)
- Adobe Reader
- Internet browser software (e.g., *Firefox*, *Safari*, *Chrome*, etc.)
- Flash Player

TARGETED STANDARDS

The following standards will be used in fulfilling the competencies and outcomes expected in this course.

- ISU College of Education: Core Standards for Advanced Professionals
- ISTE Technology Coaches Standards (see the document on Moodle)
- Idaho K-12 Online Teaching Standards

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COURSE GOALS, OBJECTIVES, and ASSESSMENTS

The overall goal of this course is to prepare Idaho State University Master of Education candidates and certified teachers who are seeking the Idaho K-12 Online Teaching Endorsement with the knowledge, skills, and dispositions related to current and emerging technology tools into the traditional, blended (hybrid), and online educational and training environments of public and private entities.

The specific competencies, goals, objectives, and artifacts, assessments, and outcomes for this course are provided in the following table:

Goal	Objective	Outcome/Assessment
Communicate effectively in visual, oral, and written form.	1. The student will extend their knowledge base to reflect current and emerging instructional design research.	Review of the Literature Paper/Rubric Citation & Reference documentation/sections of various Rubrics and Scoring Sheets
Comply with established legal and ethical standards.	2. The student will adhere to Section 508 guidelines in designing a student-centered lesson sequence.	Instructional Unit/Rubric
Develop a student-centered, instructional module using an established ID model.	3. The student will use an established ID model to conduct a thorough needs analysis for an instructional unit for blended (hybrid) or online interfaces. 4. The student will use an established ID model to design an instructional unit for blended or online interfaces. 5. The student will develop an instructional, Gagne-style instructional sequence for blended or online delivery. 6. The student will conduct a data analysis post-implementation of the instructional sequence.	Needs Analysis/Rubrics Design Tasks/ Rubrics Instructional Unit/Rubric Data Analysis/Scoring Sheet Evaluation Report/Rubric
Produce a comprehensive report of the instructional unit.	7. The student will document the process used in creating the instructional unit through a comprehensive written report.	Instructional Unit Report/Rubric
Present an oral report of the instructional unit using visual aids.	8. The student will present a comprehensive oral report of the instructional unit developed. 9. The student will utilize digital multimedia tools for presenting the oral report.	Instructional Unit Presentation/Scoring Sheet

COURSE SCHEDULE

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COURSE ASSESSMENTS

<u>Artifacts</u>	<u>90 points</u>
• Review of the Literature	20 points
• Instructional Unit Analysis Phase	10 points
• Instructional Unit Design Phase	10 points
• Instructional Unit Project	30 points
• Instructional Unit Report	20 points
<u>Participation:</u> Online discussion moderation/postings	<u>10 points</u>
Synchronous/asynchronous activities	

GRADING CRITERIA and GRADING SCALE

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ATTENDANCE AND PARTICIPATION

Students are expected to actively participate in all aspect of class sessions (including online [asynchronous and synchronous] aspects).

ISSUES AND CONCERNS

Problems that are allowed to fester only become worse, especially when left until late in the semester. Discuss problems with your instructor as soon as possible to aid in your success in this course.

EVALUATION OF COURSE AND INSTRUCTOR

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COURSE ALIGNMENT to STANDARDS

Alignment of Standards, Course Objectives, and Course Assessment Methods			
ISTE Standards CoE Standards	ID State Online Teaching Standards	Course Objectives	Artifact/Assessment Method
1.a., 6 Professional Studies & Research Theoretical Foundations	1, 4, 6, 9	1	Review of the Literature/Rubric Citation & Reference documentation/sections of various Rubrics and Scoring Sheets
5.b Professional Studies & Research	1, 7	2	Instructional Unit/Rubric
2.a, 2.b, 2.d, 2.f, 2.g, 3.a Professional Studies & Research	1, 2, 3, 4, 5, 7, 8	3 – 6	Needs Analysis/Rubrics Design Tasks/ Rubrics Instructional Unit/Rubric Data Analysis/Scoring Sheet Evaluation Report/Rubric
Professional Studies & Research	1 – 9	7	Instructional Unit Report/Rubric
	1 – 9	8, 9	Instructional Unit Presentation/Scoring Sheet

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EDLT 6659: Online Teaching Internship

Online

6 credits

[insert instructor name]

Office Location: [insert location info]

Preferred email: [insert instructor email link]

Office Phone: 282-xxxx

Office hours: [insert office hrs. info]

(Via in-person, phone, or online consultation)

COURSE DESCRIPTION

Candidates assume instructional and management responsibilities in supervised online elementary/secondary settings. Includes weekly professional development consultations. All coursework as indicated in the Online Teaching Endorsement program of study must be completed prior to enrollment in the Online Teaching Internship course. Grades S/U. F, S.

COURSE TEXTS/READINGS

TBA

VandenBos, G. (Ed.) (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Full access to at least one online scholarly repository that contains published research in the fields of education and instructional design (e.g., AECT digital library, AACE digital library, etc.). [**NOTE:** Full access constitutes complete articles (not abstracts only) either in print or in digital media formats. Such access may require you join a professional organization as a student member; if you have questions related to this, contact the course instructor.]

Various research journals/articles as specified on the Moodle course site.

COMPUTER AND NETWORK ACCESS REQUIREMENT

Each participant must have full access to complete articles and findings (i.e., not abstracts only) for all research cited and referenced throughout the course. These must be available for all class members and the instructor either on screen or through download from the source; thus, each participant should have full access to at least one online scholarly database (e.g., AECT digital library, AACE digital library, ASTD, etc.) that contains published research in the fields of education, training, and instructional design.

Each participant must have:

- Full and continuous access to a computer with DSL (minimum speed) connection to the Internet
- Headset with microphone
- MS *Office Suite* (capable of opening .docx, .pptx, .xlsx files)
- Adobe Reader
- Internet browser software (e.g., *Firefox*, *Safari*, *Chrome*, etc.)
- Flash Player

TARGETED STANDARDS

The following standards will be used in fulfilling the competencies and outcomes expected in this course.

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COURSE GOALS, OBJECTIVES, and ASSESSMENTS

The overall goal of this course is to prepare Idaho State University certified teachers who are seeking the Idaho K-12 Online Teaching Endorsement with the knowledge, skills, and dispositions related to current and emerging technology tools into the traditional, blended (hybrid), and online educational and training environments of public and private entities.

The specific competencies, goals, objectives, and artifacts, assessments, and outcomes for this course are provided in the following table:

Goal	Objective	Outcome/Assessment
Candidates will design appropriate curriculum and assessments.	<ol style="list-style-type: none"> 1. The candidate will design subject matter specific instructional events in alignment with established ID methods. 2. The candidate will design measurements for online assessment in the targeted subject matter content. 	Instructional Unit/Rubric Assessment Instruments/ Rubric OT Portfolio/Rubric
Candidates will understand the components needed for a positive, safe, and supportive virtual classroom environment for the affective needs of students.	<ol style="list-style-type: none"> 3. The candidate will incorporate asynchronous discussion forums in support of specific subject matter content. 4. The candidate will incorporate synchronous chat sessions in support of individual student achievement. 5. The candidate will incorporate multimedia tools for teacher-student consultation. 	Discussion Forums Reflection Report/Rubric Audio/video Logs/Scoring Sheet LMS Activity Logs/Scoring Sheet OT Portfolio/Rubric
Candidates will demonstrate online teaching competency and the ability to implement appropriate curriculum.	<ol style="list-style-type: none"> 6. The candidate will deliver subject matter specific instructional events in alignment with established ID methods. 7. The candidate will use appropriate data gathering tools to document student academic progress in the targeted subject matter. 8. The candidate will use data analysis tools to report academic achievement (aggregated and disaggregated). 9. The candidate will draw conclusions from the data analysis for revision to the online instructional unit prior to re-teaching the content. 	Instructional Unit LMS Review/Scoring Sheet Evaluation Report/Rubric OT Portfolio/Rubric
Candidates will demonstrate effective, efficient management of the online teaching/learning environment.	<ol style="list-style-type: none"> 10. The candidate will demonstrate teacher-student interactions within the online environment. 	LMS Activity Logs/Scoring Sheet Online Blog/Scoring Sheet Reflection Section/OT Portfolio Rubric
Candidates will understand the behaviors associated with effective professional educators as leaders in the virtual teaching environment.	<ol style="list-style-type: none"> 11. The candidate will demonstrate alignment with Idaho Online Teaching Endorsement Standards through the Online Teaching Portfolio. 	OT Portfolio/Rubric Internship Evaluation/Rubrics

COURSE SCHEDULE

See the course Moodle site for the specific calendar for scheduled due dates for tasks, assignments, and class meetings.

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COURSE ASSESSMENTS

Artifacts

80 points

- Instructional Unit(s) 40 points
- Assessment Instruments 10 points
- OT Portfolio 30 points

Participation:

20 points

- Supervisor/Instructor Conferences

GRADING CRITERIA and GRADING SCALE

Grading Scale:

A	100% – 93%
A–	92.9% – 90%
B+	89.9% – 87%
B	86.9% – 83%
B–	82.9% – 80%
C+	79.9% – 77%
C	76.9% – 73%
C–	72.9% – 70%
D+	69.9% – 67%
D	66.9% – 63%
F	62.9% – 00%

Note: Omission of any major assignments will constitute a failing grade for the course. Late assignments will be assessed a penalty of 1/2 grade per day. In order to receive a passing grade in the class, all major assignments must be turned in. It is the policy not to assign a grade of “I” except in *extreme circumstances*. Documentation must be submitted along with any request for an extension. Granting of an “I” is at the discretion of the instructor.

REASONABLE ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Our program is committed to all students achieving their potential. If you have a diagnosed disability, or believe you have a disability (e.g., physical, cognitive, emotional, etc.), that might require “reasonable accommodation” on the part of the instructor, please contact the Director, Center for Services of Students with Disabilities (282-3599), Gravely Hall, Room 123, as early as possible. As part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

ASSESSMENT CONSENT

A part of institutional and state outcomes assessment requirements, and state and national program accreditation requirements, the College of Education collects copies of performance assessments and assessment data for the purposes of individual and program accountability. By enrolling in this course, you consent to have your assessment information collected and utilized by the College of Education for these purposes and as part of credibility studies supporting the validity, consistency, and fairness of the assessments.

To protect your confidentiality, when summary reports are published or discussed in conferences, no information will be included that would reveal your identity. If photographs, videos, or audiotape recordings of you obtained from your performance assessments are used to demonstrate program accountability, then your identity will be protected or disguised, or we will ask you for permission to

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disclose your identity in order to give you credit for your performance. We may disclose the assessment information we collect about you under other circumstances as permitted or required by law.

Assessment data are maintained and disclosed in accordance with Idaho State University policies to insure compliance with the provisions of the Federal Family Education Rights and Privacy Act of 1974, as amended. If you have any questions, please contact Dr. Peter Denner, Associate Dean, at 282-4230 or dennpete@isu.edu.

STUDENT CONDUCT

University Policy:

All acts of dishonesty in any work constitute academic misconduct. Dishonest conduct is unacceptable. In cases of academic dishonesty, such as cheating or plagiarism, students will be dismissed from class, given failing grades or otherwise disciplined by the faculty member. Before students are allowed to repeat the course, they must submit a petition to, and obtain approval from, the Scholarship Requirements Committee or the designated official of the college having jurisdiction over the course. Faculty members are responsible for deciding academic dishonesty cases which occur in their classes, except when a case involves additional violation of University policies. Such other violations may be resolved under the Student Code of Conduct, Rights, Responsibilities and Judicial Structure or other applicable procedures (from the Student Handbook).

Instructor's Note on Academic Dishonesty

Care should be taken when dealing with lesson plans, electronic texts, and graphical elements. **All materials used in this course, whether copyright protected, or in the public domain, must be properly cited.** *This requirement applies to all student work, including electronic presentations. Failure to follow this policy will result in a grade of "F" for the assignment in question. Repeated violations will result in a grade of "F" for the course.*

ATTENDANCE AND PARTICIPATION

Students are expected to actively participate in all aspect of class sessions (including online [asynchronous and synchronous] aspects).

ISSUES AND CONCERNS

Problems that are allowed to fester only become worse, especially when left until late in the semester. Discuss problems with your instructor as soon as possible to aid in your success in this course.

EVALUATION OF COURSE AND INSTRUCTOR

Standard College of Education course evaluation forms will be available in the Moodle course website at, or near, the end of the semester.

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COURSE ALIGNMENT to STANDARDS

Alignment of Standards, Course Objectives, and Course Assessment Methods			
ISTE Standards CoE Standards	ID State Online Teaching Standards	Course Objectives	Artifact/Assessment Method
1, 2, 3, 5, 6 Professional Studies & Research Theoretical Foundations	1, 2, 3, 4, 5, 6, 7	1, 2, 6, 10, 11	Instructional Unit/Rubric Assessment Instruments/ Rubric OT Portfolio/Rubric
3 Professional Studies & Research	6, 7	3, 4, 5, 9, 10, 11	Discussion Forums Reflection Report/Rubric Audio/video Logs/Scoring Sheet LMS Activity Logs/Scoring Sheet OT Portfolio/Rubric
1, 2 Professional Studies & Research	8	7, 8, 9, 10, 11	Instructional Unit LMS Review/Scoring Sheet Evaluation Report/Rubric OT Portfolio/Rubric
3 Professional Studies & Research	1, 6	3, 4, 10, 11	LMS Activity Logs/Scoring Sheet Online Blog/Scoring Sheet Reflection Section/OT Portfolio Rubric
1 – 6 Professional Studies & Research Theoretical Foundations	1 – 10	1 – 11	OT Portfolio/Rubric Internship Evaluation/Rubrics

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SUBJECT

Boise State University; Proposed K-12 Mathematics Consulting Teacher Endorsement Program.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114 and 33-1258, Idaho Code, Idaho Administrative code, IDAPA-08.02.02 section 100 - Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

The Department of Curriculum and Instruction at Boise State University requested approval to implement a program of study for students interested in pursuing the K-12 Mathematics Consulting Teacher Endorsement. Dr. Jonathan Brendefur, a faculty member within the Department of Curriculum, Instruction & Foundational Studies, has worked closely with the Idaho State Department of Education to develop and establish the K-12 Mathematics Consulting Teacher Endorsement. Dr. Brendefur directs the Initiative for Developing Mathematical Thinking (IDMT) at Boise State University. The IDMT group has worked with teachers and administrators statewide to provide a mandated 3-credit professional development course Mathematical Thinking for Instruction (MTI). The MTI course has raised teachers' awareness and interest in pursuing further mathematics studies. The K-12 Mathematics Consulting Teacher Endorsement will provide teachers the next step in reflecting upon and improving their mathematics instruction and provide districts with individuals who are trained to assist others in this work.

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the K-12 Mathematics Consulting Teacher Endorsement program proposed by Boise State University. Through the comprehensive proposal, the Standards Committee gained a clear understanding that all of the requirements of the Mathematics Consulting Teacher endorsement would be met and/or surpassed through the proposed program.

During its February 2012 meeting, the Professional Standards Commission voted to recommend conditional approval of the proposed K-12 Mathematics Consulting Teacher Endorsement program offered through Boise State University. With the conditionally approved status, BSU may admit candidates to the K-12 Mathematics Consulting Teacher Endorsement program, and will undergo full approval once there are program completers.

IMPACT

In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, Boise State University must have all new programs reviewed for State approval.

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ATTACHMENTS

Attachment 1 – BSU K-12 Mathematics Consulting Teacher Endorsement - Ends
June 2012 Page 3

BOARD ACTION

I move to accept the Professional Standards Commission recommendation to conditionally approve the K-12 Mathematics Consulting Teacher Endorsement program offered through Boise State University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Proposed K-12 Mathematics Consulting Teacher Endorsement
Program of Study**

**Boise State University
Department of Curriculum and Instruction**

Submitted by:
Michele Carney
Associate Director, Initiative for Developing Mathematical Thinking
michelecarney@boisestate.edu
208-426-4650

The Department of Curriculum and Instruction at Boise State University requests approval to implement a program of study for students interested in pursuing the K-12 Mathematics Consulting Teacher Endorsement. Dr. Jonathan Brendefur, a faculty member within the Department of Curriculum, Instruction & Foundational Studies, has worked closely with the Idaho State Department of Education to develop and establish the K-12 Mathematics Consulting Teacher Endorsement. Dr. Brendefur directs the Initiative for Developing Mathematical Thinking (IDMT) at Boise State University. The IDMT group has worked with teachers and administrators statewide to provide a mandated 3-credit professional development course Mathematical Thinking for Instruction (MTI). The MTI course has raised teachers' awareness and interest in pursuing further mathematics studies. The K-12 Mathematics Consulting Teacher Endorsement will provide teachers the next step in reflecting upon and improving their mathematics instruction and provide districts with individuals who are trained to assist others in this work.

Sample courses in this graduate level endorsement that would allow students to build the necessary skills and gather artifacts as evidence of competency include the following (with their descriptions):

Proposed Catalog Statement:

1. **EDCIFS 540 MATHEMATICAL THINKING FOR INSTRUCTION: NUMBER AND OPERATIONS K-3 (3-0-3) (F/S/SU).** Examines how children develop an understanding of the following topics: number sense, addition, subtraction, multiplication, division, place value, rational number, and algebraic reasoning. Emphasizes an investigative approach involving problem solving, reasoning and proof, connections, representations, and communication.
2. **ED CIFS 541 MATHEMATICAL THINKING FOR INSTRUCTION: EARLY NUMERACY AND OPERATIONS (3-0-3) (F/S/SU).** Examines how children develop an understanding of the following topics: the relationship between development and early numeracy, counting, one-to-one correspondence, and early number sense. Emphasizes an investigative approach involving problem solving, reasoning and proof, connections, representations, and communication. PREREQ: ED-CIFS 504 or PERM/INST.

3. **ED CIFS 542 MATHEMATICAL THINKING FOR INSTRUCTION: NUMBER AND OPERATIONS 4-8 (3-0-3) (F/S/SU).** Examines topics in number and operations taught in grades 4-8 with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include a focus on the foundational structure of rational numbers, rational number operations, and algebraic reasoning.
4. **ED CIFS 543 MATHEMATICAL THINKING FOR INSTRUCTION: APPLICATIONS OF RATIONAL NUMBERS, RATIO, AND PROPORTION (3-0-3) (F/S/SU).** Examines topics related to the application of rational number and rational number operations with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include comparison, ratio, proportion, and early algebraic applications. PREREQ: ED-CIFS 542 or PERM/INST.
5. **ED-CIFS 544 MATHEMATICAL THINKING FOR INSTRUCTION: NUMBER AND OPERATIONS 6-12 (3-0-3) (F/S/SU).** Examines topics in number and operations that are foundational to an understanding of Algebra with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include equality, algebraic reasoning, generalizing, functions, and modeling.
6. **ED CIFS 545 MATHEMATICAL THINKING FOR INSTRUCTION: ADVANCED ALGEBRA (3-0-3) (F/S/SU).** Examines topics in algebra that are foundational to an understanding of the application of advanced algebraic concepts with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include generalization, functions, modeling, and their application in understanding the structure of mathematics through early Calculus. PREREQ: ED-CIFS 544 or PERM/INST.
7. **ED CIFS 546 MATHEMATICAL THINKING FOR INSTRUCTION: BUILDING TEACHER LEADERS OF MATHEMATICS (3-0-3) (F/S/SU).** Examines foundational topics of effective professional development and coaching strategies with individuals and groups of teachers of mathematics with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include effective modeling, observation, collaboration, unit study, and best practices as informed by current research.
8. **ED CIFS 547 MATHEMATICAL THINKING FOR INSTRUCTION: MEASUREMENT AND GEOMETRY (3-0-3) (F/S/SU).** Examines topics in

measurement and geometry with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include unit, zero, transitivity, conservation, shape, and space.

9. **ED CIFS 548 MATHEMATICAL THINKING FOR INSTRUCTION: PROBABILITY, DATA ANALYSIS, and STATISTICS (3-0-3) (F/S/SU).** Examines topics foundational to an understanding of probability, data analysis, and statistics with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include experimental and theoretical probability, the law of large numbers, sample space, independent and dependent events, central tendencies, spread, and representations.
10. **ED CIFS 549 MATHEMATICAL THINKING FOR INSTRUCTION: ACTION RESEARCH AND ITS IMPLICATIONS IN THE MATHEMATICS CLASSROOM (3-0-3) (F/S/SU).** Examines topics related to mathematics education and instruction with a focus on reviewing current mathematics education research, instructional implementation, and summarizing and evaluating findings. Topics selected by the student with instructor's approval.

The matrix below illustrates, in many cases, multiple examples of evidence of learning for each performance indicator. It should also be noted that many of the courses in our program provide similar opportunities for students to meet the competencies for this endorsement.

11. **EVIDENCE SOURCES:**

The primary evidence sources for each class are described below. The word(s) in bold will be used within the framework to align the performance indicator to a particular evidence source. However, the evidence description below will provide a broader understanding of each source of evidence and its applicability to the performance indicator(s).

For the MTI courses that are available statewide and mandated for recertification, **EDCIFS 540, 542, 544**, the following item will serve as evidence:

- **Workbook.**
 - Includes multiple examples of analysis of the models and strategies associated with mathematical tasks, analysis includes; (1) potential student misconceptions, (2) instructional formats for facilitation, (3) connections between the strategies and models, and (4) understanding of the underlying structures associated with each task.
 - Includes reading assignments on the research literature pertaining to mathematics instruction, learning trajectories, and mathematical content topics. These assignments are followed up by whole-class discussions. Each participant must complete all workbook assignments, worksheets, and extensions.

For **EDCIFS 547 and 548** the following items will serve as evidence:

- **Workbook.**
 - Includes multiple examples of analysis of the models and strategies associated with mathematical tasks, analysis includes; (1) potential student misconceptions, (2) instructional formats for facilitation, (3) connections between the strategies and models, and (4) understanding of the underlying structures associated with each task.
 - Includes reading assignments on the research literature pertaining to mathematics instruction, learning trajectories, and mathematical content topics. These assignments are followed up by whole-class discussions. [Each participant must complete all workbook assignments, worksheets, and extensions]
- **Learning progressions or (learning-teaching trajectories).**
 - Organized by:
 - Learning goal(s)
 - Learning activities –instructional tasks and their sequence
 - Thinking and learning in which students might engage on a topic
 - Elements to include (1) a combination of the DMT and ULD lesson plan template, (1) task(s), (2) practice, (3) formative & summative assessment, (4) questions, (5) potential misconceptions, (6) strategies and models, (7) instructional formats, (8) trajectory of models and strategies, and (9) addressing issues of equity and accessibility

For the **EDCIFS 541, 543, 545** the following items will serve as evidence:

- **Workbook.**
 - Includes multiple examples of analysis of the models and strategies associated with mathematical tasks, analysis includes; (1) potential student misconceptions, (2) instructional formats for facilitation, (3) connections between the strategies and models, and (4) understanding of the underlying structures associated with each task.[Each participant must complete all workbook assignments, worksheets, and extensions]
 - Includes reading assignments on the research literature pertaining to mathematics instruction, learning trajectories, and mathematical content topics. These assignments are followed up by whole-class discussions
- **Standards progression (multiple grade-levels).** Construct and evaluate a standards progression for the specific mathematical content of the course. The progression would include the following elements; (1) models, (2) strategies, (3) appropriate contexts, (4) standards, and (5) potential student misconceptions.
- **Learning progressions or (learning-teaching trajectories).**
 - Organized by:

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- Learning goal(s)
- Learning activities –instructional tasks and their sequence
- Thinking and learning in which students might engage on a topic
- Elements to include (1) a combination of the DMT and ULD lesson plan template, (1) task(s), (2) practice, (3) formative & summative assessment, (4) questions, (5) potential misconceptions, (6) strategies and models, (7) instructional formats, (8) trajectory of models and strategies, and (9) addressing issues of equity and accessibility

For the Action Research course, **EDCIFS 549**, the following items will serve as evidence:

- **Unit Creation.**
 - Conduct thorough literature review on unit’s mathematical topic
 - Examine and evaluate multiple curricular resources (e.g., textbook, internet, supplemental sources) on unit topic
 - Develop unit plan, to include:
 - Identification of the standards and underlying mathematical structures to be assessed in the unit
 - Pre- and post- unit assessment
 - Sequence of lesson topics
 - Creation of a **learning progression (also referred to as a learning-teaching trajectory)** for a particular topic(s) within the unit.
 - Collect and analyze data from unit
 - Written reflection regarding implementation and potential revisions
 - Revision of unit
- **Mathematics Communication Tool.**
 - Use local level feedback to determine the need for communication tools to increase education stakeholders (e.g., parents, community members, school board members, etc.) understanding of mathematics education and research.
 - Based on the feedback, create a communication tool (e.g., newsletter, PowerPoint presentation, webinar, etc.) to increase stakeholders understanding of mathematics education and research.
 - Determine a means of measuring the effectiveness of the tool in building stakeholder understanding (e.g., evaluation tool for presentation or webinar, focus group feedback on newsletter).
 - Disseminate communication tool to stakeholders.
 - Written reflection evaluating the effective of the communication tool in raising stakeholders’ awareness of mathematics education issues and research.

For the Teacher Leaders/Coaching course, **EDCIFS 546**, the following items will serve as evidence:

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- **Teacher Observation and Coaching (Internship – conducted over a semester).**
 - Log of pre-conference, observation and post-conference meetings for a minimum of 3 teacher observations, at least two different teachers and grade-levels (i.e., the EDCIFS 546 course participant could observe and coach a 2nd grade teacher twice and a 5th grade teacher once).
 - Includes focus on examination of at least one of the Building Mathematical Understanding frameworks domains
 - Pressing Students’ Conceptually
 - Focusing on Structure of Mathematics
 - Addressing Misconceptions
 - Utilization of Multiple Models and Strategies
 - Taking Students’ Ideas Seriously
 - Details elicitation of teacher reflection upon the lesson
- **Unit Study Observation (Internship – conducted over a semester).**
 - Log of events & reflection
 - *The unit study observation is done prior to the unit study facilitation. It is conducted by the course instructor, or IDMT staff. Course participants observe, make notes and reflect upon the process prior to facilitating a unit study.*
- **Unit Study Facilitation (Internship – conducted over a semester).**
 - Develop plan and clear agenda for the unit study facilitation
 - *Pre-unit study planning*
 - Focusing task facilitation
 - Facilitation of information that provides a broad overview of the unit or relevant topics (e.g., literature review, standards, structural components, progressions)
 - Assessment writing facilitation plan
 - Address issues of equity and accessibility
 - Overall unit plan (day-to-day structure of the unit)
 - Log of unit study process
 - *Unit study meeting with teachers*
 - Maintain record of unit study implementation by teachers
 - Final write-up of unit study facilitation
 - *Unit study reflection meeting with teachers*
 - Examination of assessment data
 - Reflection upon the unit study process and improvements for next meeting

K-12 Mathematics Consulting Teacher Endorsement Matrix

Framework for Teaching Domain # 1: Planning and Preparation

Standard #1: Knowledge of Mathematics Education - The K-12 Mathematics Consulting teacher understands the central concepts, tools of inquiry, and structures of mathematics education and creates learning experiences that make these aspects of mathematics education meaningful for learners.

EDCIFS Course	Performance Indicator	Evidence
EDCIFS 540 EDCIFS 541 EDCIFS 542 EDCIFS 543 EDCIFS 544 EDCIFS 545 EDCIFS 546 EDCIFS 547 EDCIFS 548 EDCIFS 549	Know learning progressions related to mathematical topics and use this knowledge to sequence activities and design instructional tasks (Mathematical Thinking and Learning, 6(2), 2004).	<ul style="list-style-type: none"> • Workbook • Learning Progressions • Standards progression (multiple grade-levels) • Unit Creation • Unit Study Facilitation • Teacher Observation and Coaching
	Understand learning trajectories/progressions related to particular topics in mathematics (e.g., Sarama & Clements, 2009) and use this knowledge to organize and deliver instruction that is developmentally appropriate and responsive to individual learners.	
	Construct and evaluate multiple representations (enactive, iconic and symbolic) of mathematical ideas or processes, establish correspondences among representations, and understand the purpose and value of doing so.	
	Understand the importance of careful sequencing and development of mathematical ideas, concepts, and skills; be able to engage in discussions and decision-making to establish appropriate benchmarks for learning goals.	

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Standard #2: Knowledge of Human Development and Learning – The K-12 Mathematics Consulting Teacher understands how mathematics learning develops, and provides opportunities that support students’ intellectual development.

EDCIFS Course	Performance Indicator	Evidence
EDCIFS 540 EDCIFS 541 EDCIFS 542 EDCIFS 543 EDCIFS 544 EDCIFS 545 EDCIFS 546 EDCIFS 547 EDCIFS 548 EDCIFS 549	Analyze and evaluate student ideas and work, and design appropriate responses.	<ul style="list-style-type: none">• Workbook• Learning Progressions• Unit Creation• Unit Study Facilitation
	Utilize and build upon learners’ existing knowledge, skills, understandings, conceptions and misconceptions to advance learning.	

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Standard #7: Instructional Planning Skills – The K-12 Mathematics Consulting teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

EDCIFS Course	Performance Indicator	Evidence
EDCIFS 546	Plan, develop, implement, and evaluate professional development programs at the school and district level and support teachers in systematically reflecting and learning from practice.	<ul style="list-style-type: none"> • Unit Study Facilitation
	Select, use, adapt, and determine the suitability of mathematics curricula and teaching materials (e.g., textbooks, technology, manipulatives) for particular learning goals.	
EDCIFS 546 EDCIFS 549	Design, select and/or adapt worthwhile mathematics tasks and sequences of examples that support a particular learning goal.	<ul style="list-style-type: none"> • Unit Study Facilitation • Unit Creation
EDCIFS 546 EDCIFS 541 EDCIFS 543 EDCIFS 545	Evaluate the alignment of local and state curriculum standards, district textbooks and district and state assessments, and recommend appropriate adjustments to address gaps.	<ul style="list-style-type: none"> • Standards progression (multiple grade-levels) • Unit Study Facilitation

Framework for Teaching Domain #2: The Classroom Environment

Standard #5: Classroom Motivation and Management Skills - The K-12 Mathematics Consulting 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.

EDCIFS Course	Performance Indicator	Evidence
EDCIFS 546 EDCIFS 549	Create social learning contexts that engage learners in discussions and mathematical explorations among peers to motivate and extend learning opportunities.	<ul style="list-style-type: none">• Workbook• Learning Progressions• Standards progression (multiple grade-levels)• Teacher Observation and Coaching
	Develop skillful and flexible use of different instructional formats—whole group, small group, partner, and individual—in support of learning goals.	

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Framework for Teaching Domain #3: Instruction and Assessment

Standard #3: Modifying Instruction for Individual Needs - The K-12 Mathematics Consulting Teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

EDCIFS Course	Performance Indicator	Evidence
EDCIFS 546 EDCIFS 549	Understand and manage diversities of the classroom and school—cultural, disability, linguistic, gender, socio-economic, developmental—and use appropriate strategies to support mathematical learning of all students.	<ul style="list-style-type: none">• Unit Creation• Unit Study Facilitation• Teacher Observation and Coaching
	Know the different formats, purposes, uses, and limitations of various types of instruction and assessment for student learning; be able to modify and adapt tasks for monitoring and enhancing student learning.	

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Framework for Teaching Domain #3: Instruction and Assessment

Standard #4: Multiple Instructional Strategies - The K-12 Mathematics Consulting Teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

EDCIFS Course	Performance Indicator	Evidence
EDCIFS 540 EDCIFS 541 EDCIFS 542 EDCIFS 543 EDCIFS 544 EDCIFS 545 EDCIFS 546 EDCIFS 547 EDCIFS 548 EDCIFS 549 EDCIFS 549	Model effective problem solving and mathematical practices (e.g. questioning, representing, communicating, conjecturing, making connections, reasoning and proving, and self-monitoring) and demonstrate knowledge of how to cultivate the development of such practices in learners. Implement and elicit multiple modes of representation (enactive, iconic, and symbolic) to develop students' understanding of mathematical models, concepts and strategies.	<ul style="list-style-type: none">• Workbooks• Learning Progressions• Unit Creation• Teacher Observation and Coaching
EDCIFS 549	Use various instructional applications of technology, judiciously, in ways that are mathematically and pedagogically grounded.	

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Framework for Teaching Domain #3: Instruction and Assessment

Standard #6: Communication Skills, Networking, and Community Building - The K-12 Mathematics Consulting Teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

EDCIFS Course	Performance Indicator	Evidence
EDCIFS 540 EDCIFS 541 EDCIFS 542 EDCIFS 543 EDCIFS 544 EDCIFS 545 EDCIFS 546 EDCIFS 547 EDCIFS 548 EDCIFS 549	<p>Support students' learning of appropriate technical language associated with mathematics, attending to both mathematical integrity and usability by learners.</p> <p>Use questions to effectively probe mathematical understanding and make productive use of responses.</p>	<ul style="list-style-type: none">• Workbooks• Unit Creation• Unit Study Facilitation• Teacher Observation and Coaching
EDCIFS 549	<p>Develop learners' abilities to give clear and coherent public mathematical communications in a classroom setting.</p>	<ul style="list-style-type: none">• Unit Creation• Teacher Observation and Coaching

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Standard #8: Assessment of Student Learning - The K-12 Mathematics Consulting Teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

EDCIFS Course	Performance Indicator	Evidence
EDCIFS 540 EDCIFS 541 EDCIFS 542 EDCIFS 543 EDCIFS 544 EDCIFS 545 EDCIFS 546 EDCIFS 547 EDCIFS 548 EDCIFS 549	<p>Analyze formative and summative assessment results, make appropriate interpretations, inform instruction and communicate results to appropriate and varied audiences.</p> <p>Analyze and evaluate student ideas and work, and design appropriate responses.</p>	<ul style="list-style-type: none"> • Unit Creation • Workbooks • Unit Study Facilitation • Teacher Observation and Coaching
EDCIFS 546 EDCIFS 549	<p>Know the different formats, purposes, uses, and limitations of various types of assessment of student learning; be able to choose, design, and/or adapt assessment tasks for monitoring student learning [e.g., depth of knowledge (Webb, 2005)].</p>	

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Framework for Teaching Domain #4: Professional Responsibilities

Standard #9: Professional Commitment and Responsibility - The K-12 Mathematics Consulting 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 mathematics instruction.

EDCIFS Course	Performance Indicator	Evidence
EDCIFS 540 EDCIFS 541 EDCIFS 542 EDCIFS 543 EDCIFS 544 EDCIFS 545 EDCIFS 546 EDCIFS 547 EDCIFS 548 EDCIFS 549	Evaluate educational structures and policies that affect students' equitable access to high quality mathematics instruction, and act professionally to assure that all students have appropriate opportunities to learn important mathematics.	Although no specific evidence is present for this performance indicator, participation in the Mathematical Thinking for Instruction courses itself provides students with extensive opportunities to discuss policy issues around equity and accessibility to mathematics instruction. Classroom level issues of equity and accessibility (but not necessarily policies) are specifically addressed in the Unit Creation and Unit Study Facilitation .
EDCIFS 546 EDCIFS 549	Use professional resources such as professional organization networks, journals, and discussion groups to be informed about critical issues related to mathematics teaching and learning, e.g., mathematics instruction, learning progressions research, and curriculum trends.	<ul style="list-style-type: none">• Unit Creation• Unit Study Facilitation

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Standard #10: Partnerships - The K-12 Mathematics Consulting Teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and wellbeing.

EDCIFS Course	Performance Indicator	Evidence
ED CIFS 546	Select from a repertoire of methods to communicate professionally about students, curriculum, instruction, and assessment to educational constituents—parents and other caregivers, school administrators, and school boards.	<ul style="list-style-type: none">• Mathematics Communication Tool

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SUBJECT

Teach for America – Proposed teacher preparation program seeking approval to operate in Idaho

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code, Idaho Administrative code, IDAPA-08.02.02 .045 – Computer-Based Alternative Route to Teacher Certification.

BACKGROUND/DISCUSSION

Teach For America (TFA) is a national corps of outstanding recent college graduates of all academic majors who commit two years to teach in underserved urban and rural public schools. Their mission is to build the movement to eliminate educational inequity by enlisting the nation's most promising future teachers in the effort.

TFA's corps members are rigorously trained, and work relentlessly to ensure that more students growing up in our nation's lowest-income communities have the educational opportunities they deserve to ensure that all children have an equal chance at life.

The Teach For America program has worked closely with the Department of Education to ensure that they meet the same Idaho-approved teacher preparation standards required of traditional teacher preparation programs, and have submitted a proposal that is aligned to those requirements.

The Professional Standards Commission reviewed the Teach For America program as an information item.

IMPACT

Greater opportunity to staff rural districts with highly qualified teachers in hard to fill content areas within high needs districts.

ATTACHMENTS

Attachment 1 – Teach For America Proposal

BOARD ACTION

I move to conditionally approve the Teach For America program as a state-approved vehicle for the preparation of teachers in Idaho, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Overview of Teach For America

Teach For America is the national corps of outstanding recent college graduates of all academic majors who commit two years to teach in underserved urban and rural public schools. Our mission is to build the movement to eliminate educational inequity by enlisting our nation's most promising future teachers in the effort.

Over the last decade, we have endeavored to better understand how to maximize the impact of our corps in their classrooms by studying what distinguishes our most effective teachers – those who achieve the most significant results with their students – from those who achieve moderate or minimal results. We have concluded that highly successful teachers operate according to a set of common principles that leaders who drive significant results in other contexts employ. Specifically, exceptional leaders in any sector: set ambitious goals, invest their constituents in working hard toward those goals, plan purposefully to accomplish goals, execute those plans effectively, work relentlessly to achieve their goals, and use data-based problem solving to continuously increase their effectiveness over time.

We have codified these six overarching principles into the Teaching As Leadership (TAL) framework and have translated them into 28 concrete, measurable, and observable teacher actions. This framework serves as both our measuring stick and our knowledge architecture. Our performance rubric, which outlines five discrete levels of proficiency with which teachers can take each action, serves as a measuring stick, allowing our corps members to compare their own performance in the classroom against an absolute standard. The broad framework serves as the architecture by which we organize all of the knowledge that we deliver to corps members, beginning with their pre-service training.

Overview of Summer Training Institute

At our summer training institute, teachers work toward two dual aims: 1) increasing summer school student achievement and 2) preparing themselves to increase student achievement during their two year commitment. We support corps members in working toward these goals by structuring learning experiences through which they gain mastery of the key knowledge, skills, and mindsets that enable them to operate with our Teaching As Leadership principles and lead their students to significant achievements.

We have come to see the following key drivers as essential to preparing corps members to be successful, and as a result, have designed our training institute around them: a foundation of core knowledge, a well-supported teaching experience, and performance support tools, all grounded in a supportive and challenging community that shares a common purpose and set of values and practices.

- Pework: All corps members are assigned approximately 40 hours of pre-work that focuses primarily on developing the teacher's understanding of the systemic causes of educational inequity in our country and the kind of leadership that's required to gain traction against them. We believe that by grappling with the causes and consequences of educational inequity and by considering who they are as a leader, they'll arrive in the classroom better poised to fight for and with your students and their families.

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- Instructor-led learning experiences to develop core knowledge:
 1. *Curriculum and Literacy sessions* build in corps members the foundational knowledge, skills, and mindsets necessary to develop ambitious goals for student achievement, invest their students and families in working hard, plan purposefully and in a backwards-design fashion to lead students to master goals, and execute plans effectively in the classroom. Core curriculum and literacy sessions are 90 minutes and delivered to all corps members, while differentiated curriculum and literacy sessions are 45 minutes and delivered to a sub-set of corps members with shared needs. These sessions are facilitated by accomplished educators.
 2. *Diversity, Community, and Achievement (DCA) sessions* help corps members develop an awareness of, commitment to, and initial skills related to four specific competencies that enable teachers to interact effectively with diverse constituents. Specifically, corps members develop asset-based thinking, an extensive locus of control, knowledge of typical biases and ability to self-monitor for those biases, and strong communication skills. These sessions are led by facilitators who are trained to lead learning conversations and establish a tone that allows corps members to feel both safe and challenged.
 3. *Institute Learning Teams (ILTs)* introduce corps member to grade-level and content-area specific instructional resources, strategies, and methods. These sessions are led by experienced educators who were selected for their grade-level or content-area expertise.
- Apprentice teaching: Corps members work in “collaboratives” -- a group of three-four individuals who work together - to lead a class of summer school students to achieve significant academic goals. Teaching a real class of students is the experiential learning opportunity that allows our beginning teachers to apply the knowledge they have learned in sessions, to reflect and improve their practice, and to operate with a sense of urgency and responsibility that can only come from being responsible for students’ learning. This teaching is done under the supervision of Teach For America staff and district faculty.
- Data-Based Problem Solving and Coaching: Teach For America staff and district faculty conduct frequent classroom observations which are followed by both “co-investigation” conversations and technical support suggestions. During co-investigation conversations, corps members and staff use student data to understand the degree of learning in the classroom, prioritize gaps in student learning, determine what teacher actions are leading to those gaps, and develop a plan to build the knowledge, skills, or mindsets necessary to improve corps members’ actions and therefore increase student achievement. In addition to co-investigation conversations, corps members also receive specific, concrete feedback and suggestions that they can implement in the classroom immediately. Finally, corps members attend lesson planning clinics in which staff members provide support and feedback on daily lesson plans.

<u>Framework for Teaching Domain # 1: Planning and Preparation</u> (Correlated to Idaho Core Teacher Standards 1, 2, and 7)

- Performance Support Tools: Corps members use a district-approved student achievement curriculum and toolkit that is grade-level and content-area specific and aligned with state standards. These toolkits contain the following:
 - Ambitious and feasible goals for student achievement in summer school,
 - A unit plan containing daily lesson objectives, or guidance on how to create that plan from a list of prioritized goals,
 - A diagnostic with answer key,
 - A final assessment with answer key, and
 - Tools to track student performance on diagnostics, ongoing formative assessments, and final assessments.

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<ul style="list-style-type: none"> • Demonstrating knowledge of content and pedagogy • Demonstrating knowledge of students • Selecting instructional goals • Demonstrating knowledge of resources • Designing coherent instruction • Assessing student learning 			
<p>Standard #1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.</p>			
Idaho Content Area Standards For: _____ (Insert appropriate language from content area " Knowledge " standards)	Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience)	Key Indicators Specific to Content Competencies (Insert language from content area " Performance " standards that demonstrate key indicators)	Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
<p>#1: Knowledge of Subject Matter (Insert appropriate language from content area "Knowledge" standards)</p> <p>1. The teacher understands the Idaho Student Achievement Standards in his/her discipline(s).</p> <p>2. The teacher understands the role of the discipline in preparing students for the global community of the future.</p> <p>3. The teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline taught.</p> <p>4. The teacher understands the relationship of disciplinary knowledge to other subject areas and to real-life situations.</p> <p>5. The teacher understands the relationship</p>	<p>Curriculum Sessions on Setting Vision and Goals;</p> <p>Curriculum Sessions on Planning and Execution;</p> <p>Elementary Literacy Sessions;</p> <p>Institute Learning Teams</p> <p>Apprentice teaching</p> <p>Additional coursework/professional development on content-specific pedagogy to be completed while in-service, potentially in partnership with a local university or district</p>	<p>The candidate knows and is able to:</p> <p>1. The teacher utilizes the Idaho Student Achievement Standards to identify appropriate content.</p> <p>2. The teacher presents information that is accurate and relevant.</p> <p>3. The teacher effectively links discipline concepts to students' prior learning and makes connections to everyday life and the global community.</p> <p>4. The teacher presents differing viewpoints, theories, ways of knowing, and methods of inquiry in his or her teaching of subject matter.</p> <p>5. The teacher evaluates teaching resources and curriculum materials for their</p>	<p>Daily lesson plans with written feedback from advisor</p> <p>Observation of classroom instruction and feedback from advisor</p> <p>Assessment on the Teaching as Leadership rubric on the Big Goals, Planning and Execution rows</p>

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<p>between the discipline and basic technology operations and concepts. Elem specific:</p> <p>The teacher understands concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p> <p>1. The teacher understands how children learn language, the basic sound structure of the English language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.</p> <p>2. The teacher understands the fundamental concepts and structures of science including physical, life, and earth and space sciences as well as the applications of science to technology, personal and social perspectives, history, unifying concepts, and inquiry processes scientists use in the discovery of new knowledge.</p> <p>3. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and</p>		<p>accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts.</p> <p>6. The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.</p> <p>7. The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives.</p> <p>8. The teacher creates and implements interdisciplinary learning opportunities that allow students to integrate knowledge, skills, and methods of inquiry.</p> <p>9. The teacher integrates content representing a diversity of cultures, ethnic backgrounds, family lifestyles, and disabilities.</p> <p>10. The teacher models new technologies and integrates them into instruction.</p> <p>Elem specific:</p> <p>1. The teacher models the accurate use of English language arts.</p> <p>2.</p>	
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<p>number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data.</p> <p>4. The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world.</p> <p>5. The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.</p> <p>6. The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well being in order to create opportunities for developing and practicing skills that contribute to healthful living.</p>		<p>The teacher demonstrates competence in English language arts, reading, science, mathematics, social studies, the arts, health education, and physical education.</p> <p>3. The teacher conceptualizes, develops, and implements a balanced curriculum that includes English language arts, reading, science, mathematics, social studies, the arts, health education, and physical education.</p> <p>4. The teacher models respect, honesty, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.</p>	
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<p>7. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.</p> <p>8. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications to motivate students, build understanding, and encourage application of knowledge, skills, and ideas to real life issues and future career applications.</p> <p>9. The teacher understands the principles and processes of personal skills and group dynamics incorporating respect, caring, honesty, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.</p>			
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<p><i>(CONTINUED)</i></p> <p>Standard #1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.</p>			
<p>Idaho Content Area Standards</p> <p>For: _____</p> <p>(Insert appropriate language from content area "Knowledge" standards)</p>	<p>Coursework and/or Equivalent Experience</p> <p>(List the required coursework and/or verified equivalent experience)</p>	<p>Key Indicators Specific to Content Competencies</p> <p>(Insert language from content area "Performance" standards that demonstrate key indicators)</p>	<p>Artifacts & Performance Assessments</p> <p>(List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p>#1a: Knowledge of Subject Matter, Content Specific Requirements</p> <p>According to IDAPA 08.02.02.021: "An official statement of competency in a teaching area or field is acceptable in lieu of courses for a teaching major or minor if such statements originate in the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university."</p> <p>Content area expertise primarily verified through state testing requirement, but should include content competencies from the following areas: (Insert content/ endorsement area language from Administrative Rule):</p>			<p>Content area test passage</p>

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<p style="text-align: center;"><u>Framework for Teaching Domain # 1: Planning and Preparation</u> (Correlated to Idaho Core Teacher Standards 1, 2, and 7)</p>			
<ul style="list-style-type: none"> Demonstrating knowledge of content and pedagogy Demonstrating knowledge of students Selecting instructional goals Demonstrating knowledge of resources Designing coherent instruction Assessing student learning 			
<p><i>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.</i></p>			
<p>Idaho Content Area Standards For: (Insert appropriate language from content area "Knowledge" standards)</p>	<p>Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience)</p>	<p>Key Indicators Specific to Content Competencies (Insert language from content area "Performance" standards that demonstrate key indicators)</p>	<p>Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p>#2: Knowledge of Human Development and Learning:</p> <p>1. The teacher understands multiple perspectives on how learning occurs.</p> <p>2. The teacher understands that students' physical, social, emotional, moral, and cognitive development influence learning and instructional decisions.</p> <p>3. The teacher knows progressions and ranges of individual variation within physical, social, emotional, moral, and intellectual development and their interrelationships.</p>	<p>Curriculum sessions on Classroom Culture;</p> <p>Elementary Literacy sessions;</p> <p>Apprentice Teaching</p> <p>Additional coursework/professional development on child development theory to be completed while in-service, potentially in partnership with a local university or district</p>	<p>The candidate knows and is able to:</p> <p>1. The teacher assesses individual and group performance in order to design instruction that meets all students' needs.</p> <p>2. The teacher stimulates student reflection and teaches students to evaluate and be responsible for their own learning.</p> <p>3. The teacher identifies levels of readiness in learning and designs lessons that are developmentally appropriate.</p> <p>4. The teacher creates a positive learning environment that supports students' self-confidence and competence across all</p>	<p>Observation of classroom instruction and feedback from advisor</p> <p>Assessment on the Teaching as Leadership rubric on Planning, Execution and Invest rows</p>

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<p>4.</p> <p>The teacher understands how students' conceptual frameworks and misconceptions regarding an area of knowledge can influence their learning.</p> <p>Elem specific:</p> <p>The teacher understands how learning occurs and that young children's and early adolescents' literacy and language development influence learning and instructional decisions.</p>		developmental areas.	
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(CONTINUED) 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.			
Idaho Content Area Standards For: _____ (Insert appropriate language from content area "Knowledge" standards)	Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience)	Key Indicators Specific to Content Competencies (Insert language from content area "Performance" standards that demonstrate key indicators)	Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#2: Knowledge of Human Development and Learning:		The candidate knows and is able to:	

Comment [TSK1]: trying to delete this table messes up the whole document for some reason so I am just leaving this here even though it is already covered above.

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<p style="text-align: center;"><u>Framework for Teaching Domain # 1: Planning and Preparation</u> (Correlated to Idaho Core Teacher Standards 1, 2, and 7)</p>			
<ul style="list-style-type: none"> Demonstrating knowledge of content and pedagogy Demonstrating knowledge of students Selecting instructional goals Demonstrating knowledge of resources Designing coherent instruction Assessing student learning 			
<p>Standard #7: Instructional Planning Skills - <i>The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</i></p>			
<p>Idaho Content Area Standards For: _____ (Insert appropriate language from content area "Knowledge" standards)</p>	<p>Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience)</p>	<p>Key Indicators Specific to Content Competencies (Insert language from content area "Performance" standards that demonstrate key indicators)</p>	<p>Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p>#7: Instructional Planning Skills:</p> <p>1. The teacher understands how to apply knowledge about subject matter, learning theory, instructional strategies, curriculum development, and child and adolescent development to meet curriculum goals.</p> <p>2. The teacher knows how to take into account such elements as instructional materials; individual student interests, needs, and aptitudes; and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning.</p> <p>3. The teacher knows when and how to adjust plans to maximize student</p>	<p>Curriculum Sessions on Setting Vision and Goals;</p> <p>Curriculum Sessions on Planning and Execution;</p> <p>Diversity, Community, Achievement sessions</p> <p>Apprentice teaching</p> <p>Data-based problem-solving and Coaching</p>	<p>The candidate knows and is able to:</p> <p>1. The teacher, as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction and performance modes.</p> <p>2. The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students.</p> <p>3. The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student</p>	<p>Daily lesson plans with written feedback from advisor</p> <p>Observation of classroom instruction and feedback from advisor</p> <p>Assessment on the Teaching as Leadership rubric on the Planning rows</p>

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learning. 4. The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning.		performance and motivation. 4. The teacher establishes student assessments that align with curriculum goals and objectives. 5. The teacher develops instructional plans based on student assessment and performance data. 6. The teacher integrates multiple perspectives into instructional planning with attention to students' personal, family, and community experiences and cultural norms. 7. The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.	
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<p>(CONTINUED)</p> <p>Standard #7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>			
<p>Idaho Content Area Standards</p> <p>For: _____</p> <p>(Insert appropriate language from content area "Knowledge" standards)</p>	<p>Coursework and/or Equivalent Experience</p> <p>(List the required coursework and/or verified equivalent experience)</p>	<p>Key Indicators Specific to Content Competencies</p> <p>(Insert language from content area "Performance" standards that demonstrate key indicators)</p>	<p>Artifacts & Performance Assessments</p> <p>(List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p>#7: Instructional Planning Skills:</p>		<p>The candidate knows and is able to:</p>	

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<p style="text-align: center;"><u>Framework for Teaching Domain #2: The Classroom Environment</u> (Correlated to Idaho Core Teacher Standard 5)</p>			
<ul style="list-style-type: none"> Creating an environment of respect and rapport Establishing a culture for learning Managing classroom procedures Managing student behavior Organizing physical space 			
<p>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.</p>			
<p>Idaho Content Area Standards For: _____ (Insert appropriate language from content area "Knowledge" standards)</p>	<p>Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience)</p>	<p>Key Indicators Specific to Content Competencies (Insert language from content area "Performance" standards that demonstrate key indicators)</p>	<p>Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p>#5: Classroom Motivation and Management Skills:</p> <p>1.</p> <p>The teacher understands the principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning).</p> <p>2.</p> <p>The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior.</p> <p>3.</p> <p>The teacher recognizes factors and situations that are likely to promote or</p>	<p>Curriculum sessions on Classroom Culture and Management</p> <p>Diversity, Community and Achievement sessions</p> <p>Apprentice teaching</p> <p>Additional coursework/professional development on classroom motivation and management to be completed while in-service, potentially in partnership with a local university or district</p>	<p>The candidate knows and is able to:</p> <p>1.</p> <p>The teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school as a whole.</p> <p>2.</p> <p>The teacher designs and implements a classroom management plan that maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities and by clearly communicating curriculum goals and objectives.</p> <p>3.</p> <p>The teacher utilizes a classroom management plan consistent with school district policies and building rules and</p>	<p>Observation of classroom instruction and feedback from advisor</p> <p>Assessment on the Teaching as Leadership rubric on the Planning, Execution and Invest rows.</p>

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<p>diminish intrinsic motivation and knows how to help students become self-motivated.</p> <p>4.</p> <p>The teacher knows the components of an effective classroom management plan.</p> <p>5.</p> <p>The teacher understands how social groups function and influence individuals, and how individuals influence groups.</p> <p>6.</p> <p>The teacher understands how participation, structure, and leadership promote democratic values in the classroom.</p> <p>7.</p> <p>The teacher understands the relationship between classroom management, school district policies, and building rules and procedures governing student behavior.</p>		<p>procedures governing student behavior.</p> <p>4.</p> <p>The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, resolve conflicts, and engage in purposeful learning activities.</p> <p>5.</p> <p>The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.</p> <p>6.</p> <p>The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve (e.g., relating lessons to real-life situations, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them).</p> <p>7.</p> <p>The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.</p>	
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<p>(CONTINUED)</p> <p>Standard #5: Classroom Motivation and Management Skills - <i>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.</i></p>			
<p>Idaho Content Area Standards</p> <p>For: _____</p> <p>(Insert appropriate language from content area "Knowledge" standards)</p>	<p>Coursework and/or Equivalent Experience</p> <p>(List the required coursework and/or verified equivalent experience)</p>	<p>Key Indicators Specific to Content Competencies</p> <p>(Insert language from content area "Performance" standards that demonstrate key indicators)</p>	<p>Artifacts & Performance Assessments</p> <p>(List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p>#5: Classroom Motivation and Management Skills:</p>		<p>The candidate knows and is able to:</p>	

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<p style="text-align: center;"><u>Framework for Teaching Domain #3: Instruction and Assessment</u> (Correlated to Idaho Core Teacher Standards 3, 4, 6, and 8)</p>			
<ul style="list-style-type: none"> Communicating clearly and accurately Using questioning and discussion techniques Engaging students in learning Providing feedback to students Demonstrating flexibility and responsiveness Using assessment to inform instruction and improve student achievement 			
<p><i>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.</i></p>			
<p>Idaho Content Area Standards For: _____ (Insert appropriate language from content area "Knowledge" standards)</p>	<p>Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience)</p>	<p>Key Indicators Specific to Content Competencies (Insert language from content area "Performance" standards that demonstrate key indicators)</p>	<p>Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p>#3: Adapting Instruction for Individual Needs:</p> <p>1. The teacher understands and knows how to identify differences in approaches to learning and performance and how to design instruction that considers students' strengths and needs as a basis for growth.</p> <p>2. The teacher knows about areas of exceptionality (e.g., learning disabilities, visual and perceptual difficulties, emotional and behavioral problems, physical and cognitive delays, and giftedness).</p> <p>3. The teacher knows strategies to support the learning of students whose first</p>	<p>Curriculum Sessions on English Language Learners and Differentiation</p> <p>Diversity Community and Achievement sessions</p> <p>Apprentice teaching</p> <p>Data-based problem solving and Coaching</p> <p>Additional coursework/professional development on areas of exceptionality and English Language Learners to be completed while in-service, potentially in partnership</p>	<p>The candidate knows and is able to: Performance</p> <p>1. The teacher identifies and designs instruction appropriate to students' stages of development, strengths, needs, and cultural backgrounds.</p> <p>2. The teacher makes modifications to lessons for individual students who have particular learning differences or needs.</p> <p>3. The teacher accesses appropriate services or resources to meet students' needs.</p> <p>4. The teacher uses information about students' families, cultures, and</p>	<p>Daily lesson plans with feedback from advisor</p> <p>Observation of classroom instruction and feedback from advisor</p> <p>Assessment on the Teaching as Leadership rubric on the Planning, Invest and Continuously Increase Effectiveness rows.</p>

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language is not English. 4. The teacher understands how students' learning is influenced by individual experiences, and prior learning as well as by language, culture, family and community values, and socioeconomic background.	with a local university or district	communities as a basis for connecting instruction to students' experiences. 5. The teacher creates a learning community in which individual differences are respected. 6. The teacher persists in helping all students achieve success.	
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<p>(CONTINUED)</p> <p>Standard #3: Adapting Instruction for Individual Needs - <i>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.</i></p>			
<p>Idaho Content Area Standards</p> <p>For: _____</p> <p>(Insert appropriate language from content area "Knowledge" standards)</p>	<p>Coursework and/or Equivalent Experience</p> <p>(List the required coursework and/or verified equivalent experience)</p>	<p>Key Indicators Specific to Content Competencies</p> <p>(Insert language from content area "Performance" standards that demonstrate key indicators)</p>	<p>Artifacts & Performance Assessments</p> <p>(List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p>#3: Adapting Instruction for Individual Needs:</p>		<p>The candidate knows and is able to:</p>	

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<p style="text-align: center;"><u>Framework for Teaching Domain #3: Instruction and Assessment</u> (Correlated to Idaho Core Teacher Standards 3, 4, 6, and 8)</p>			
<ul style="list-style-type: none"> Communicating clearly and accurately Using questioning and discussion techniques Engaging students in learning Providing feedback to students Demonstrating flexibility and responsiveness Using assessment to inform instruction and improve student achievement 			
<p>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.</p>			
<p>Idaho Content Area Standards For: _____ (Insert appropriate language from content area "Knowledge" standards)</p>	<p>Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience)</p>	<p>Key Indicators Specific to Content Competencies (Insert language from content area "Performance" standards that demonstrate key indicators)</p>	<p>Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p>#4: Multiple Instructional Strategies:</p> <p>1.</p> <p>The teacher understands how instructional strategies impact processes associated with various kinds of learning.</p> <p>2.</p> <p>The teacher understands the techniques and applications of various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives, and sheltered English).</p> <p>3.</p>	<p>Curriculum Sessions on Planning and Execution</p> <p>Institute Learning Teams</p> <p>Apprentice teaching</p> <p>Additional coursework/professional development on instructional strategies to be completed while in-service, potentially in partnership with a local university or district</p>	<p>The candidate knows and is able to: Performance</p> <p>1.</p> <p>The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.</p> <p>2.</p> <p>The teacher uses multiple teaching and learning strategies to engage students in learning.</p> <p>3.</p> <p>The teacher uses a variety of instructional tools and resources (e.g., computers, audio-visual technologies, new technologies, local experts, primary documents and artifacts, texts, reference</p>	<p>Daily lesson plans with feedback from advisor</p> <p>Observation of classroom instruction and feedback from advisor</p> <p>Assessment on the Teaching as Leadership rubric on the Planning, Execution rows.</p>

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The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology.		books, literature, and other print documents).	
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<p>(CONTINUED)</p> <p>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.</p>			
<p>Idaho Content Area Standards</p> <p>For: _____</p> <p>(Insert appropriate language from content area "Knowledge" standards)</p>	<p>Coursework and/or Equivalent Experience</p> <p>(List the required coursework and/or verified equivalent experience)</p>	<p>Key Indicators Specific to Content Competencies</p> <p>(Insert language from content area "Performance" standards that demonstrate key indicators)</p>	<p>Artifacts & Performance Assessments</p> <p>(List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p>#4: Multiple Instructional Strategies:</p>		<p>The candidate knows and is able to:</p>	

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<p style="text-align: center;"><u>Framework for Teaching Domain #3: Instruction and Assessment</u> (Correlated to Idaho Core Teacher Standards 3, 4, 6, and 8)</p>			
<ul style="list-style-type: none"> Communicating clearly and accurately Using questioning and discussion techniques Engaging students in learning Providing feedback to students Demonstrating flexibility and responsiveness Using assessment to inform instruction and improve student achievement 			
<p>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.</p>			
<p>Idaho Content Area Standards For: _____ (Insert appropriate language from content area "Knowledge" standards)</p>	<p>Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience)</p>	<p>Key Indicators Specific to Content Competencies (Insert language from content area "Performance" standards that demonstrate key indicators)</p>	<p>Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p>#6: Communication Skills:</p> <p>1. The teacher understands communication theory and the role of language in learning.</p> <p>2. The teacher understands the communication needs of diverse learners.</p> <p>3. The teacher knows how to use a variety of communication tools (e.g., audio-visual technology, computers, and the Internet) to support and enrich learning opportunities.</p>	<p>Apprentice teaching</p> <p>Diversity Community and Achievement sessions</p>	<p>The candidate knows and is able to: Performance</p> <p>1. The teacher is a thoughtful and responsive listener.</p> <p>2. The teacher adjusts communication so that it is age and individually appropriate.</p> <p>3. The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking.</p> <p>4. The teacher supports and expands student skills in speaking, writing, reading, and</p>	<p>Observation of classroom instruction and feedback from advisor</p> <p>Assessment on the Teaching as Leadership rubric on the Execution and Invest rows.</p>

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4. The teacher understands strategies for promoting student communication skills.		listening, and in using other mediums. 5. The teacher demonstrates the ability to communicate effectively orally and in writing. 6. The teacher adjusts communication in response to cultural differences (e.g., appropriate use of eye contact and interpretation of body language). 7. The teacher uses a variety of communication tools (e.g., audio-visual technologies, computers, and the Internet) to support and enrich learning opportunities.	
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<p>(CONTINUED)</p> <p>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.</p>			
<p>Idaho Content Area Standards</p> <p>For: _____</p> <p>(Insert appropriate language from content area "Knowledge" standards)</p>	<p>Coursework and/or Equivalent Experience</p> <p>(List the required coursework and/or verified equivalent experience)</p>	<p>Key Indicators Specific to Content Competencies</p> <p>(Insert language from content area "Performance" standards that demonstrate key indicators)</p>	<p>Artifacts & Performance Assessments</p> <p>(List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p>#6: Communication Skills:</p>		<p>The candidate knows and is able to:</p>	

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<u>Framework for Teaching Domain #3: Instruction and Assessment</u> (Correlated to Idaho Core Teacher Standards 3, 4, 6, and 8)			
<div style="display: flex; justify-content: space-between;"> <ul style="list-style-type: none"> Communicating clearly and accurately Using questioning and discussion techniques Engaging students in learning <ul style="list-style-type: none"> Providing feedback to students Demonstrating flexibility and responsiveness Using assessment to inform instruction and improve student achievement </div>			
<p><i>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.</i></p>			
Idaho Content Area Standards For: _____ (Insert appropriate language from content area " Knowledge " standards)	Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience)	Key Indicators Specific to Content Competencies (Insert language from content area " Performance " standards that demonstrate key indicators)	Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
<p>#8: Assessment of Student Learning:</p> <p>1.</p> <p>The teacher understands the purposes of formative and summative assessment and evaluation.</p> <p>2.</p> <p>The teacher knows how to use multiple strategies to assess individual student progress.</p> <p>3.</p> <p>The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies.</p>	<p>Curriculum Sessions on Planning and Assessment</p> <p>Data based problem-solving and coaching done in conjunction with Performance Support Tools</p> <p>Apprentice teaching</p>	<p>The candidate knows and is able to:</p> <p>The teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, and tests written in primary language) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.</p> <p>2.</p> <p>The teacher uses multiple assessment strategies to measure students' current level of performance in relation to curriculum goals and objectives.</p> <p>3.</p> <p>The teacher evaluates the effect of</p>	<p>Observation of classroom instruction and feedback from advisor</p> <p>Use of performance support tools</p> <p>Assessment on the Teaching as Leadership rubric on the Planning, Execution and Continuously Improving Effectiveness rows.</p>

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<p>4.</p> <p>The teacher knows how to use assessments in designing and modifying instruction.</p> <p>5.</p> <p>The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students and their learning outcomes (e.g., Direct Writing and Math Assessments, end of course assessments, ISAT).</p> <p>6.</p> <p>The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.</p> <p>7.</p> <p>The teacher knows how to communicate assessment information and results to students, parents, colleagues, and others.</p> <p>8.</p> <p>The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.</p>		<p>instruction on individuals and the class as a whole using a variety of assessment strategies.</p> <p>4.</p> <p>The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning.</p> <p>5.</p> <p>The teacher monitors student assessment data and adjusts instruction accordingly.</p> <p>6.</p> <p>The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and others.</p> <p>7.</p> <p>The teacher utilizes technology to facilitate a variety of effective assessment and evaluation strategies.</p>	
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<p><i>(CONTINUED)</i></p> <p>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.</p>			
<p>Idaho Content Area Standards</p> <p>For: _____</p> <p>(Insert appropriate language from content area "Knowledge" standards)</p>	<p>Coursework and/or Equivalent Experience</p> <p>(List the required coursework and/or verified equivalent experience)</p>	<p>Key Indicators Specific to Content Competencies</p> <p>(Insert language from content area "Performance" standards that demonstrate key indicators)</p>	<p>Artifacts & Performance Assessments</p> <p>(List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p>#8: Assessment of Student Learning:</p>		<p>The candidate knows and is able to:</p>	

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<u>Framework for Teaching Domain #4: Professional Responsibilities</u> (Correlated to Idaho Core Teacher Standard 9 and 10)			
<ul style="list-style-type: none"> Reflecting on teaching Maintaining accurate records Communicating with families Contributing to the school and district Growing and developing professionally Showing professionalism 			
<i>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.</i>			
Idaho Content Area Standards For: _____ (Insert appropriate language from content area " Knowledge " standards)	Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience)	Key Indicators Specific to Content Competencies (Insert language from content area " Performance " standards that demonstrate key indicators)	Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#9: Professional Commitment and Responsibility: 1. The teacher knows The Code of Ethics for Idaho Professional Educators. 2. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching. 3. The teacher is aware of the personal biases that affect teaching and know the importance of presenting issues with objectivity, fairness, and respect. 4. The teacher knows where to find and how to access professional resources on teaching and subject matter.	Pework Diversity Community and Achievement	The candidate knows and is able to: Performance 1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators. 2. The teacher adheres to local, state, and federal laws. 3. The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and research). 4. The teacher uses self-reflection as a	Pre-work reflection exercises Assessment on Teaching as Leadership rubric on Continuously improving Effectiveness and Work Relentlessly rows

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<p>- 7 -</p> <p>5. The teacher understands the need for professional activity and collaboration beyond the school.</p> <p>6. The teacher knows about professional organizations within education and his or her discipline.</p> <p>7. The teacher understands the dynamics of change and recognizes that the field of education is not static.</p> <p>8. The teacher knows how to use technology to enhance productivity and professionalism.</p>		<p>means of improving instruction.</p> <p>5. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.</p> <p>6. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.</p> <p>7. The teacher engages in professional discourse about subject matter knowledge and pedagogy.</p> <p>8. The teacher uses technology to enhance productivity and professionalism.</p>	
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<p>(CONTINUED)</p> <p>Standard #9: Professional Commitment and Responsibility - <i>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.</i></p>			
<p>Idaho Content Area Standards</p> <p>For: _____</p> <p>(Insert appropriate language from content area "Knowledge" standards)</p>	<p>Coursework and/or Equivalent Experience</p> <p>(List the required coursework and/or verified equivalent experience)</p>	<p>Key Indicators Specific to Content Competencies</p> <p>(Insert language from content area "Performance" standards that demonstrate key indicators)</p>	<p>Artifacts & Performance Assessments</p> <p>(List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p>#9: Professional Commitment and Responsibility:</p>		<p>The candidate knows and is able to:</p>	

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<p style="text-align: center;"><u>Framework for Teaching Domain #4: Professional Responsibilities</u> (Correlated to Idaho Core Teacher Standard 9 and 10)</p>			
<ul style="list-style-type: none"> Reflecting on teaching Maintaining accurate records Communicating with families Contributing to the school and district Growing and developing professionally Showing professionalism 			
<p>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.</p>			
<p>Idaho Content Area Standards For: _____ (Insert appropriate language from content area "Knowledge" standards)</p>	<p>Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience)</p>	<p>Key Indicators Specific to Content Competencies (Insert language from content area "Performance" standards that demonstrate key indicators)</p>	<p>Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p>#10: Partnerships:</p> <p>1. The teacher understands the relationships between schools, families, and the community and how such relationships foster student learning.</p> <p>2. The teacher knows the structure and the historical and political context of local, state, and national educational systems and the role of education in society.</p> <p>3. The teacher knows that factors other than the formal education system (e.g., socioeconomic status, culture, and family) influence students' lives and</p>	<p>Diversity Community and Achievement sessions</p> <p>Additional coursework/professional development on laws/ethics/regulations around abuse/neglect and technology to be completed while in-service, potentially in partnership with a local university or district</p>	<p>The candidate knows and is able to: Performance</p> <p>1. The teacher uses information about students and links with community resources to meet student needs.</p> <p>2. The teacher actively seeks to develop productive, cooperative, and collaborative partnerships with parents/guardians in support of student learning and well-being.</p> <p>3. The teacher effectively uses professionals, paraprofessionals, volunteers, and peer tutors to promote student learning.</p> <p>4.</p>	

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<p>learning.</p> <p>4.</p> <p>The teacher knows how to plan for the effective use of professionals, paraprofessionals, volunteers, and peer tutors.</p> <p>5.</p> <p>The teacher understands laws related to students' rights and teachers' responsibilities.</p> <p>6.</p> <p>The teacher knows how to respond respectfully to a parent, community members, or another educator in conflict situations.</p> <p>7.</p> <p>The teacher understands the importance of interacting in a professional manner in curricular and extracurricular settings.</p> <p>8.</p> <p>The teacher knows signs of emotional distress, child abuse, substance abuse, and neglect in students and how to follow the procedures to report known or suspected abuse or neglect to the appropriate authorities.</p> <p>9.</p> <p>The teacher understands the social, ethical, legal, and human issues surrounding the use of technology in schools.</p>		<p>The teacher respects the privacy of students and the confidentiality of information.</p> <p>5.</p> <p>The teacher works with colleagues, other professionals, parents, and volunteers to improve the overall school learning environment for students.</p> <p>6.</p> <p>The teacher develops rapport with students (e.g., talks with and listens to students and is sensitive and responsive to clues of distress).</p> <p>7.</p> <p>The teacher acts as an advocate for students.</p> <p>8.</p> <p>The teacher applies an understanding of the social, ethical, legal, and human issues surrounding the use of technology in schools.</p>	
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<p>(CONTINUED)</p> <p>Standard #10: Partnerships - <i>The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.</i></p>			
<p>Idaho Content Area Standards</p> <p>For: _____ (Insert appropriate language from content area "Knowledge" standards)</p>	<p>Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience)</p>	<p>Key Indicators Specific to Content Competencies (Insert language from content area "Performance" standards that demonstrate key indicators)</p>	<p>Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p>#10: Partnerships:</p>		<p>The candidate knows and is able to:</p>	