

**STATE DEPARTMENT OF EDUCATION  
FEBRUARY 27, 2014**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>SUPERINTENDENT'S UPDATE</b>	Information Item
<b>2</b>	<b>PSC ANNUAL REPORT</b>	Information Item
<b>3</b>	<b>UNIVERSITY OF IDAHO FULL REVIEW</b>	Motion to Approve
<b>4</b>	<b>UNIVERSITY OF IDAHO PROPOSED 2 + 2 PROGRAM</b>	Motion to Approve

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**STATE DEPARTMENT OF EDUCATION  
FEBRUARY 27, 2014**

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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 a legislative update.

Luci Willits will do a presentation on The Smarter Balanced Assessment System.

**ATTACHMENTS**

Attachment 1 – SBAC Power Point Presentation

Page 3

**BOARD ACTION**

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

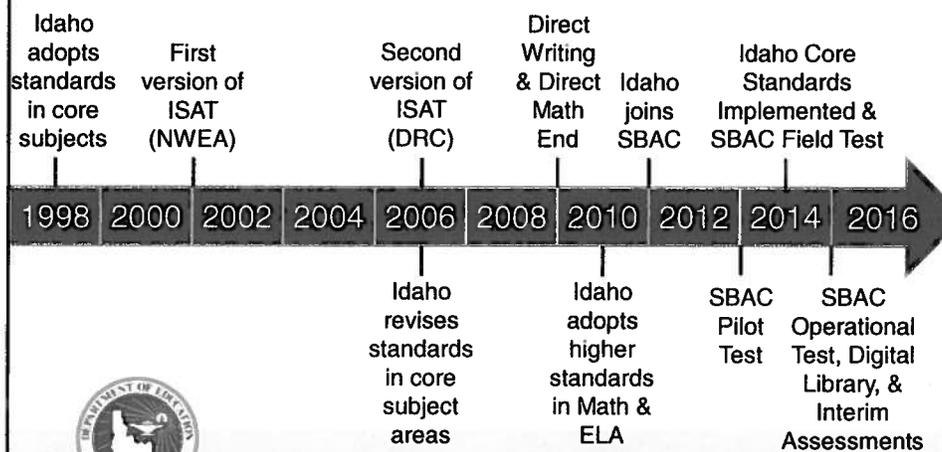
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# The Smarter Balanced Assessment System



**Idaho State Department of Education**

## History of Statewide Assessment in Idaho



## Idaho Involvement in Smarter Balanced

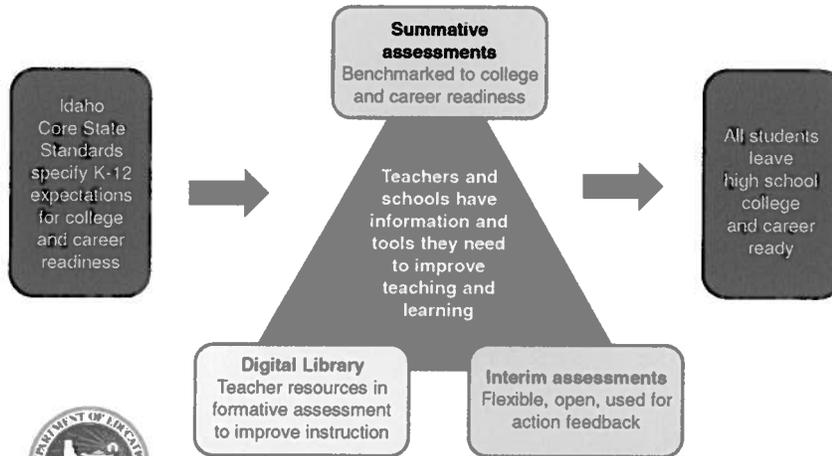
### State-led Effort

- Governing Board Member (Supt. Luna)
- Former Executive Committee Co-Chair (Carissa Miller)
- Executive Committee Member (Luci Willits)
- K-12 State Lead (TJ Bliss)
- Higher Ed State Lead (Chris Mathias/Roger Stewart)



Teachers/ Administrators	Higher Education Faculty	State Department and State Board Staff
100+	20	15

## A Balanced Assessment System



## Idaho Core Math Standards

- Balance conceptual **understanding** and procedural fluency
- **Connect** these two types of knowledge
- Maintain **high cognitive demand**
- **Communicate reasoning** about concepts
- Engage students in mathematical practices:
  - **Reason** abstractly and quantitatively
  - **Construct** viable arguments and critique the reasoning of others

*(Moschkovitch, 2012)*

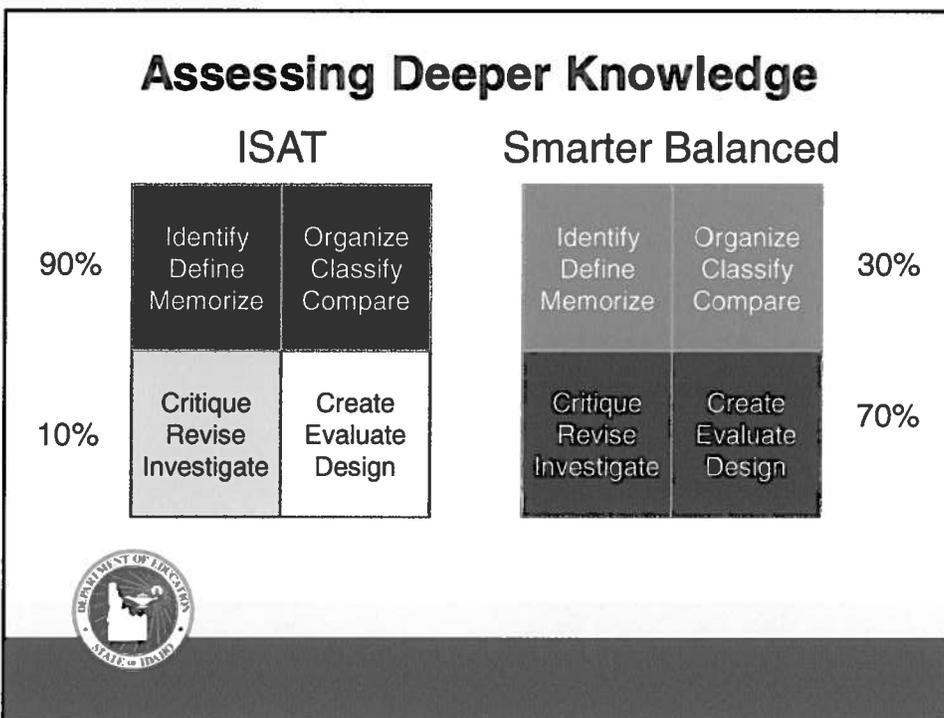
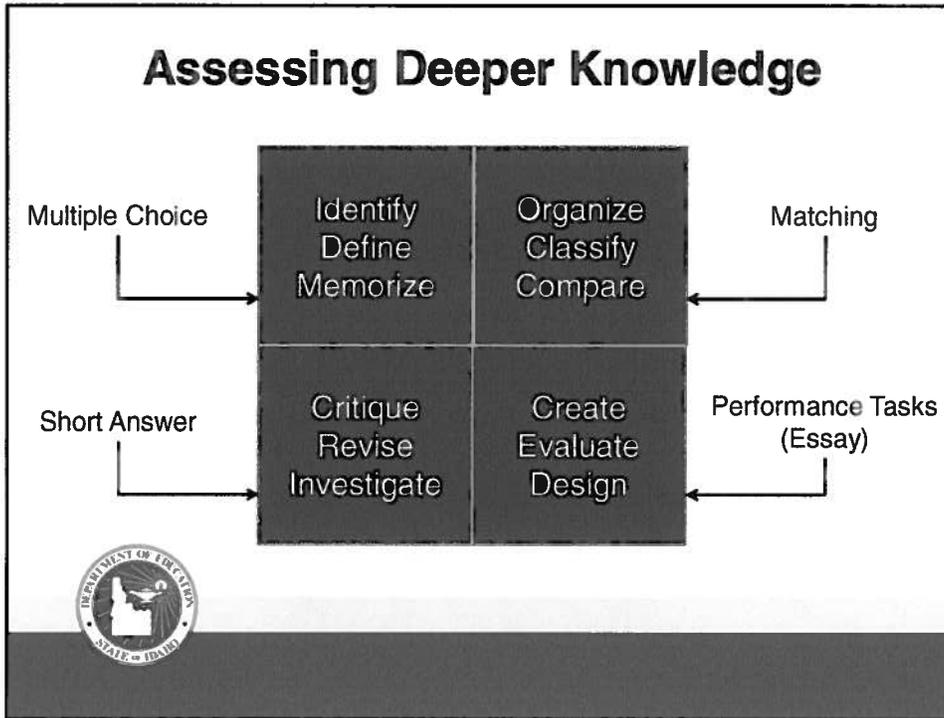


## Idaho Core ELA Standards

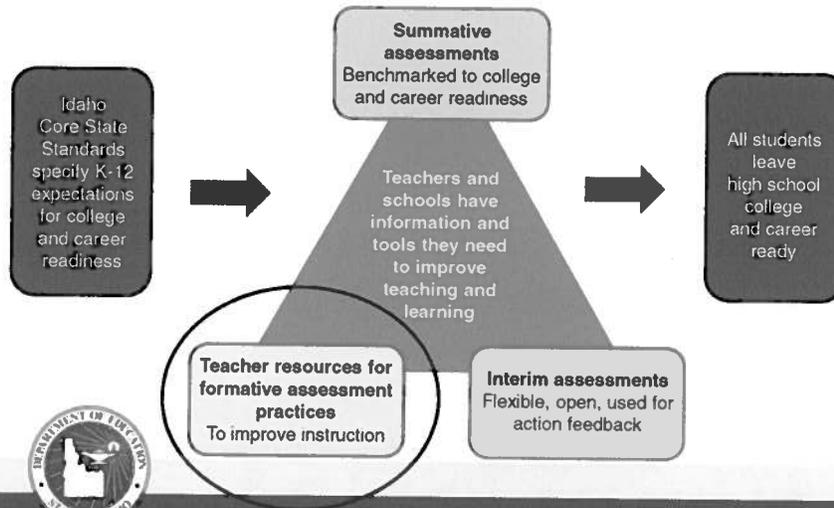
- Reading: **Engage** with **complex** texts to build knowledge across the curriculum
- Writing: Use evidence to **inform, argue and analyze**
- Speaking and Listening: Work **collaboratively, understand** multiple perspectives, and present ideas
- Language: **Develop and use** the linguistic resources to do all of the above

*(Bunch, Kibler & Pimental, 2012)*





## A Balanced Assessment System



## Formative Assessment

- Assessment FOR learning
- Daily/weekly at classroom level
- Answers questions like:
  - Where are my students in relation to learning goals (for this lesson)?
  - What is the gap between students' current learning and the goal (for this lesson)?

(Heritage, 2013)

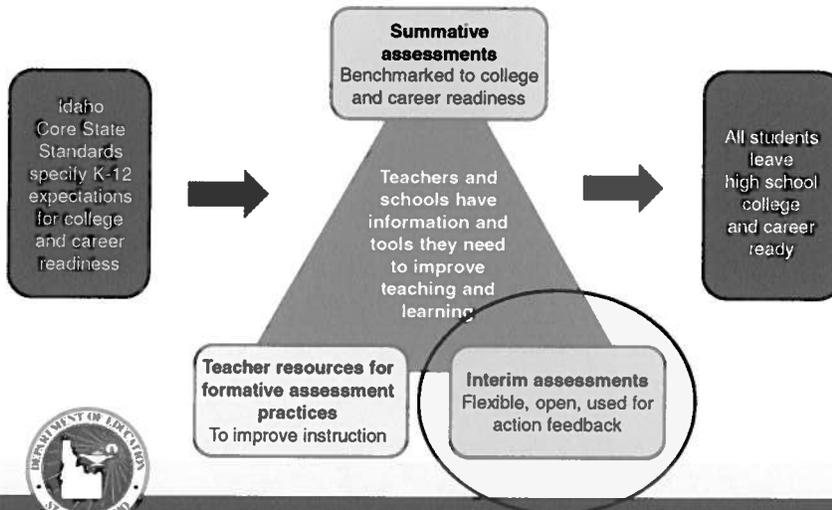


## Smarter Balanced Formative Digital Library

- State Network of Educators (SNE):
  - 70+ Idaho educators contributing, reviewing, and approving materials for the library using a Quality Criteria Checklist / System
  - Educators will review and pilot materials in their classrooms and schools to provide feedback.
- Library will be available for use in beta in April 2014
- Idaho may purchase access after August 2014
- Optional



## A Balanced Assessment System



## Interim Assessment

- Assessment OF learning
- Periodically at classroom, school or district level
- Optional
- Answers questions like:
  - What have my students learned?
  - Is there evidence improvement strategies are working?
  - How should we allocate resources at the district and school levels?

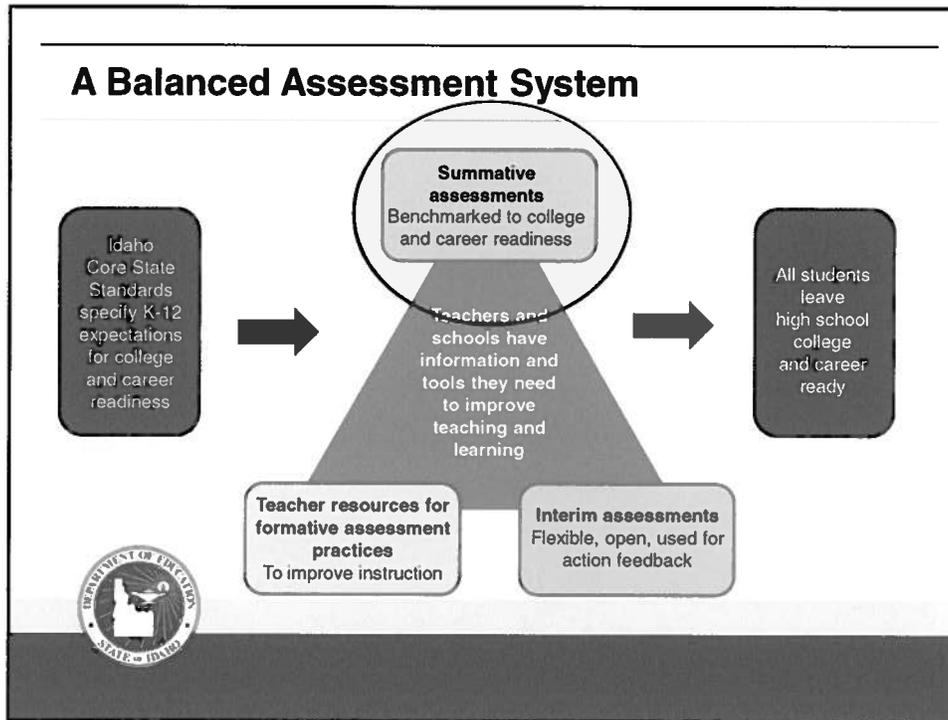


(Heritage, 2013)

## Smarter Balanced Interim Assessments

- Non-secure interim item bank is flexible; can be used at district, school, classroom levels.
- Ready for use in Fall 2014
- Idaho may purchase access going forward.
- Optional





## Summative Assessment

- Assessment OF learning
- Annual at state level
- Answers questions like:
  - Have students met the standards?
  - How are subgroups performing over time?
  - Is there evidence improvement strategies are working?
  - How should state and districts allocate resources?

(Heritage, 2013)



## Smarter Balanced Summative Assessment

- Developed with broad input from stakeholders in Idaho
- Computer Adaptive Test
  - Multiple choice
  - Short answer
- Performance Tasks
  - Theme and scenario-based sets of materials
  - Measure higher-order thinking skills



## Smarter Balanced Summative Assessment

- Students who pass 11<sup>th</sup> grade test will receive exemption from remediation in first year of college

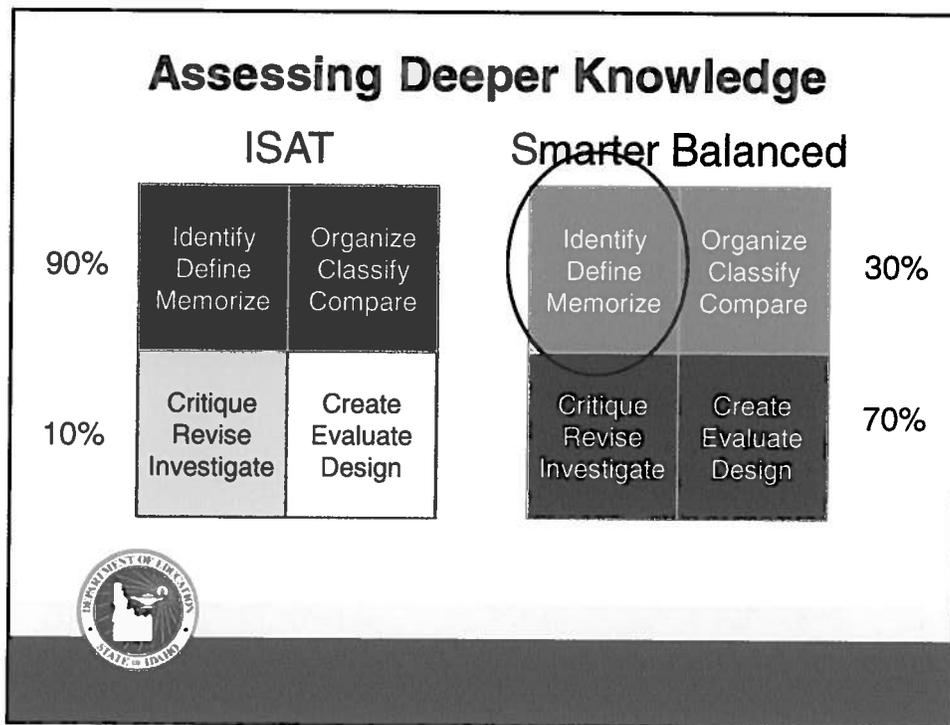
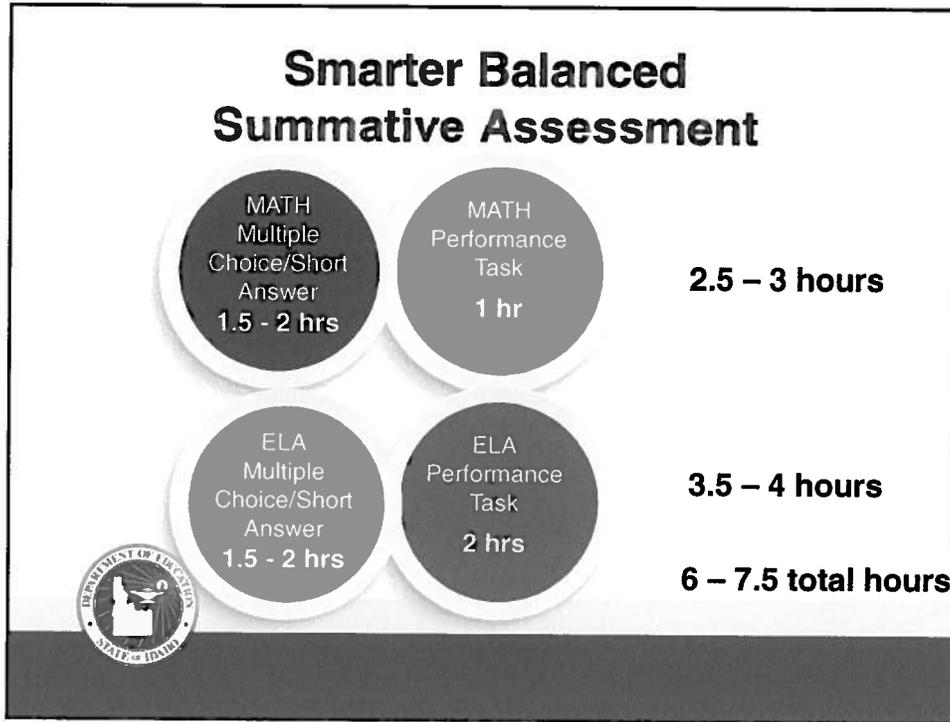
Each IHE or IHE system commits to the following agreements.

(a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and

(b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NGA) for each assessment and any other placement requirement established by the IHE or IHE system.

State Name: IDaho	
State's higher education executive officer, if State has one (Printed Name): Richard Wosterberg	Telephone: 852-0803
Signature State's higher education executive officer, if State has one: <i>Richard Wosterberg</i>	Date: 5-2-10
President or head of each participating IHE or IHE system, (Printed Name): Robert Kusko	Telephone: 6-1-10
Signature of president or head of each participating IHE or IHE system: <i>Robert Kusko</i>	Date: 6-1-10





## Smarter Balanced Item Examples

21

Ms. Stone buys groceries for a total of \$45.32. She now has \$32.25 left.

Which equation could be used to find out how much money Ms. Stone had before she bought the groceries?

- Ⓐ  $\$45.32x = \$32.25$
- Ⓑ  $x - \$45.32 = \$32.25$
- Ⓒ  $x + \$45.32 = \$32.25$
- Ⓓ  $x + \$32.25 = \$45.32$

Options B

Grade 6 Math – Multiple Choice



## Assessing Deeper Knowledge

ISAT

Smarter Balanced

90%	<table border="1"> <tr> <td>Identify Define Memorize</td> <td>Organize Classify Compare</td> </tr> </table>	Identify Define Memorize	Organize Classify Compare	<table border="1"> <tr> <td>Identify Define Memorize</td> <td>Organize Classify Compare</td> <td>30%</td> </tr> </table>	Identify Define Memorize	Organize Classify Compare	30%
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Identify Define Memorize	Organize Classify Compare	30%					
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Critique Revise Investigate	Create Evaluate Design						
Critique Revise Investigate	Create Evaluate Design	70%					



## Smarter Balanced Item Examples

**1**  
 Drag each expression into the correct column.  
 Drag each expression into the correct column.

Equal to 5.42	Not Equal to 5.42
$2.36 + 3.06$	$1.80 \times 3$
	$2.16 + 3.36$
	$2.71 \times 2$
$9.53 - 4.11$	$8.01 - 2.69$

Grade 6 Math –  
 Tech Enhanced

Release the mouse button to place the object where you want it



## Assessing Deeper Knowledge

### ISAT

90%	Identify Define Memorize	Organize Classify Compare
10%	Critique Revise Investigate	Create Evaluate Design

### Smarter Balanced

30%	Identify Define Memorize	Organize Classify Compare
70%	Critique Revise Investigate	Create Evaluate Design



# Smarter Balanced Item Examples

## When Winning Took a Backseat

by Bruce Nash and Allan Zullo

Scott Bennett and Brad Howes grew up south of Salt Lake City in the fertile valley between the Jordan River and the towering Wasatch Mountains of Utah. The boys lived just far enough apart not to attend the same schools, but close enough to compete in the same leagues in baseball, football, and basketball.

No matter whose team won, Scott and Brad always shook hands and complimented each other on the way they played. The two didn't become close friends because they were always on opposite sides. But the boys grew up admiring each other's athletic skills.

And it was their childhood competition that forged a lasting

Read the sentences from the text and the directions that follow.

His friend and competitor was hurt. Scott knew what he had to do—he went back to help.

Provide the central idea of the text and describe how Scott's decision fits the story's central idea. Use evidence from the text to support your answer.

Type your answer in the space provided.

## Grade 7 ELA – Short Answer



# Assessing Deeper Knowledge

## ISAT

90%	Identify Define Memorize	Organize Classify Compare
10%	Critique Revise Investigate	Create Evaluate Design

## Smarter Balanced

30%	Identify Define Memorize	Organize Classify Compare
70%	Critique Revise Investigate	Create Evaluate Design



# Smarter Balanced Item Examples

## STUDENT DIRECTIONS

### Penny Argumentative Performance Task

#### Issue:

In recent years, there has been a heated debate emerging about one aspect of the United States monetary system. This particular debate is not about what we should do to solve the multi-trillion dollar national debt or to fix the recent problems on Wall Street. Surprisingly, it is about whether we should keep producing and using pennies.

This issue is one of the topics of your school's yearly mock (something meant to look like the real thing) Congressional Session for all 8th graders. You have been appointed as the lead for the subcommittee on financial issues, and you need to research the arguments for and against keeping the penny. As a part of your research, you have found four sources.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully to gain the information you will need to answer the questions and write an argumentative essay.

1

Provide three arguments from the sources you just read that support the position that the penny should be preserved. Be sure to include the title or the number of the source for each argument you provide.

Type your answer in the space provided.

2

Now provide three arguments from the sources that support the position that the penny should be eliminated. Be sure to include the title or the number of the source for each argument you provide.

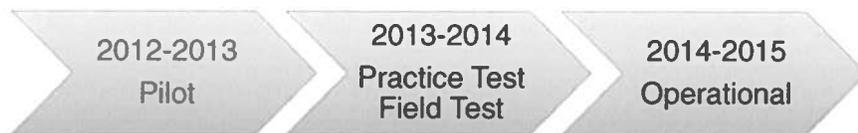
Type your answer in the space provided.

<https://sat1.sbapt.tds.airast.org/Student/Pages/TestShellModern.aspx>



## Grade 8 ELA – Performance Task

# Smarter Balanced Timeline



## Pilot Test

- 124 schools in Idaho administered the Pilot Test in Spring 2013
- Pilots were given in different school sizes, grade levels and regions
  - For example: 493 tests at Canyon Ridge High School in Twin Falls to 6 tests completed in Bliss
- SBAC has evaluated items and technology
  - Idaho educators participated in this process



## Pilot Test Feedback

- 40 Idaho educators and 70 students responded to an SDE survey this fall
  - Most educators felt that it was easy for their students to access and navigate the Pilot Test, as well as use testing tools
  - The majority of educators reported adequate network connectivity during the Pilot Test
  - Most students and educators reported spending 2 hours or less per subject area
  - Some technical issues were reported, but all have been addressed by Smarter Balanced



## Field Test

- Consortium Goals:
  - Determine cut scores (advanced, proficient, etc.)
  - Calibrate test items (easy, medium, hard)
  - Logistics
- Idaho Goals:
  - Give Idaho students the opportunity to experience a new test before it becomes operational
  - Avoid double-testing
  - Avoid giving a non-ICS aligned test in 2014



## Field Test

- Field Test Waiver
- Most students in grades 3-11 will take the Field Test
  - 100% of 3-8 graders
  - Optional for 9<sup>th</sup> and 10<sup>th</sup> graders
  - Most 11<sup>th</sup> graders (excluding those who have not yet passed ISAT)
- Testing window
  - April 1 – May 16
- Some districts have received extensions



## Discussions After Field Test

- Grades 3-8 and HS in Spring 2015
- School accountability will be based on 2015 scores
- Passing grade 11 test will be graduation requirement for incoming 9<sup>th</sup> graders (Class of 2017)
- Graduated cut-scores are being considered
  - Similar to implementation of 10<sup>th</sup> grade grad requirement in 2004



## Score Reporting

- 10-day turn around for scores
- Rolling scoring process
- Idaho teachers will be involved



## Smarter Balanced Concerns

- Money
  - Cost neutral for Idaho
- Time
  - <1% of annual student instructional time
- Computer Lab Access
  - Optional 9<sup>th</sup> and 10<sup>th</sup> grade for Field Test
- Participation Accountability
  - Star Ratings will not change



## Plans Moving Forward

- Smarter Balanced Advisory Committee
  - 6 Superintendents
  - 3 Testing Coordinators
  - 6 Principals



## Essential Elements for a Quality Assessment System in Idaho

- Full alignment to Idaho Core Standards
- Computer-based summative assessments in grades 3-8/HS
- Computer-based interim assessments
- Formative assessment tools for teacher development
- Assessment of lower & higher-order thinking skills
- State involvement in development and quality assurance
- Sole ownership of student data
- Data availability to Idaho for further analysis
- Cost neutrality or savings
- Extensive accommodations and accessibility options



## Michigan Study on CCSS Assessments

Report on  
Options for Assessments  
Aligned with the  
Common Core  
State Standards

Submitted  
to the  
Michigan Legislature

December 1  
2011



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ESSENTIAL ELEMENTS FOR A HIGH QUALITY ASSESSMENT IN IDAHO	SBAC	ACT	SAT
Full alignment to Idaho Core Standards	X		
Computer-based summative assessments in grades 3-8 & HS	X		
Computer-based interim assessments	X		
Formative assessment tools for teacher development	X		
Balanced assessment of lower & higher-order thinking skills	X	~	~
State involvement in development & quality assurance	X		
Sole ownership of student data	X		
Data availability to Idaho for further analysis	X		
Cost neutrality or savings	X	?	?
Extensive accommodations & accessibility options	X		



## Smarter Balanced Technology Requirements

- Operating systems: SBAC includes the addition of iOS and Android
- Now uses a secure browser or app
- Hardware specifications at or below ISAT requirements
- Keyboard, mouse, headphones still necessary
- Addition of touchscreen devices (at least 10" class)



## Current Tech Readiness in Idaho

- Districts meeting minimum:
  - Operating System: 98.5%
  - Display Size: 96.6%
  - Screen Resolution: 96%



## Questions?

### **Luci Willits**

Chief of Staff, SDE  
SBAC Executive Committee

### **Dr. TJ Bliss**

Director of Assessment and Accountability, SDE  
SBAC State Lead for Idaho

[tjbliss@sde.idaho.gov](mailto:tjbliss@sde.idaho.gov)

(208) 332-6842



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**SUBJECT**

Idaho Professional Standards Commission 2011-2012 and 2012-2013 Annual Reports

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Code Title 33 Chapter 12, 33-1252 through 33-1258

**BACKGROUND/DISCUSSION**

The Professional Standards Commission (PSC) was created as a result of the work of the Maximizing Opportunities for Students and Teachers (MOST) committee, with the intent to provide oversight of the ongoing development and improvement of Idaho teacher standards and practices.

The commission was created in the State Department of Education, consisting of eighteen (18) members, and has authority to adopt recognized professional codes and standards of ethics, conduct and professional practices applicable to teachers in the public schools of the state. Professional codes and standards are submitted to the State Board of Education for its consideration and approval.

Upon State Board of Education approval, the professional codes and standards are published by the Board. The Commission may make recommendations to the State Board of Education in such areas as teacher education, teacher certification and teaching standards to promote improvement of professional practices and competence of the teaching profession and impact the quality of education in the public schools of this state.

These reports are an annual review of all the work achieved through the Commission during the 2011-2012 and 2012-2013 academic years.

**IMPACT**

Funding for the Professional Standards Commission is through a dedicated fund comprised of 67 percent (67%) of all teacher certification fees.

**ATTACHMENTS**

2011-2012 Professional Standards Commission Annual Report	Page 3
2012-2013 Professional Standards Commission Annual Report	Page 29

**BOARD ACTION**

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

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# ANNUAL REPORT

## PROFESSIONAL STANDARDS COMMISSION

2011-2012

**TOM LUNA**

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

**CHRISTINA LINDER**

PROFESSIONAL STANDARDS COMMISSION ADMINISTRATOR



# **PROFESSIONAL STANDARDS COMMISSION**

## **ANNUAL REPORT**

**2011-2012**

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**ANNUAL REPORT**

**July 1, 2011 – June 30, 2012**

The Professional Standards Commission was established by the legislature as provided in Sections 33-1251 through 33-1258, Idaho Code. It is an 18-member body comprised of 7 teachers, 4 school administrators, 3 public higher education personnel, plus 1 representative each of private higher education institutions, the State Department of Education, the Division of Professional-Technical Education, and the State School Boards Association.

Under Idaho Code, the Professional Standards Commission is charged with the three basic categories of responsibility listed below. 1) The Commission adopts professional codes and standards of ethics, conduct, and professional practices applicable to certificated employees; 2) it inquires into and, if warranted, provides hearings on charges of improper conduct; and 3) it makes recommendations concerning teacher education, teacher certification, and standards. Items 1) and 3) are subject to final approval by the State Board of Education.

During the 2011-2012 school year, the following persons served as members of the Professional Standards Commission:

- |     |                         |                                       |
|-----|-------------------------|---------------------------------------|
| 1.  | Dr. Kathy Aiken         | University of Idaho                   |
| 2.  | Cathy Bierne            | Coeur d'Alene SD #271                 |
| 3.  | Dr. Diane Boothe        | Boise State University                |
| 4.  | Beth Davis              | Post Falls SD #273                    |
| 5.  | Esther Henry            | Jefferson County Joint SD #251        |
| 6.  | Kelly Leighton          | Coeur d'Alene SD #271                 |
| 7.  | Dr. Cori Mantle-Bromley | University of Idaho                   |
| 8.  | Dr. Becky Meyer         | Lake Pend Oreille SD #84              |
| 9.  | Dr. Laural Nelson       | Idaho Digital Learning Academy        |
| 10. | Mikki Nuckols           | Bonneville Joint SD #93               |
| 11. | Glenn Orthel            | Division of Professional-Technical Ed |
| 12. | Daylene Petersen        | Nampa SD #131                         |
| 13. | Karen Pyron             | Butte County Joint SD #111            |
| 14. | Anne Ritter             | Meridian Joint SD #2                  |
| 15. | Christi Rood            | University of Phoenix – Idaho Campus  |
| 16. | Shelly Rose, Vice Chair | Mountain Home SD #193                 |
| 17. | Dan Sakota, Chair       | Madison SD #321                       |
| 18. | Rob Sauer               | State Department of Education         |

Christina Linder served as Administrator for the Commission from July 1, 2011, to June 30, 2012.

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**1. INTERNAL OPERATION OF THE COMMISSION**

The Professional Standards Commission met five times during the 2011-2012 school year in August, September, December, February, and April. Five standing committees and one standing subcommittee functioned throughout the year.

<b><u>STANDING COMMITTEES</u></b>	<b><u>FUNCTION</u></b>
LEADERSHIP TEAM (Consists of Chair, Vice Chair, and four chairpersons from other standing committees/subcommittees.)	Troubleshoots. Tracks Commission tasks. Manages the Commission strategic plan.
AUTHORIZATIONS	Reviews district requests for approval of Teacher to New Certification authorizations.
STANDARDS	Reviews Certification standards. Recommends changes to Commission.
EXECUTIVE	Makes recommendations to the Commission regarding disciplinary actions and policy revision.
PROFESSIONAL DEVELOPMENT	Reviews professional development issues.

<b><u>STANDING SUBCOMMITTEE</u></b>	<b><u>FUNCTION</u></b>
BUDGET	Monitors/makes recommended revisions to annual budget. Develops yearly budget with recommendations for Commission approval.

**2. PROFESSIONAL PRACTICES ACTIVITIES**

Under Section 33-1208, Idaho Code, the Professional Standards Commission has the ultimate responsibility for suspending or revoking certificates for educator misconduct. The Professional Standards Commission, under 33-1209, Idaho Code, is charged with the responsibility of securing compliance with standards of ethical conduct. The chief certification officer of the State Department of Education/administrator of the Professional Standards Commission advises the Commission Executive Committee of the circumstances of a case, suggesting a possible need for action to be taken against a certificate. If a due process hearing is requested, the State Superintendent of Public Instruction grants approval for a hearing to be held.

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Since the publication date of the last annual report, the Professional Standards Commission received and considered the cases listed below. The administrator also provided technical assistance to districts in which educator misconduct or related problems were an issue, with a consistent recommendation that districts use legal counsel to help determine a course of action. The following cases were disposed of as indicated:

<b><u>CASE</u></b>	<b><u>CAUSE</u></b>	<b><u>DISPOSITION</u></b>
20901	Violation of Code	Acceptance of Final Order for Indefinite Suspension; Case Closed
20908	Violation of Code Violation of State Law; Conviction	Acceptance of Stipulation and Consent Order for Indefinite Suspension
20911	Violation of Code	Case Closed; Certificate Reinstated
20915	Violation of Code	Case Closed; Certificate Reinstated
20920	Violation of Code Violation of State Law; Conviction	Reviewed; Acceptance of Signed Stipulations; Reinstated; Case Closed
20924	Violation of Code	Conditional Certificate with Stipulations; Decision Made to Not Prosecute; Case Closed
21016	Violation of Code	Revocation; Case Closed
21017	Violation of Code	Revocation; Case Closed
21019	Violation of Code	Letter of Reprimand; Case Closed
21020	Violation of Code	Letter of Reprimand; Case Closed
21021	Violation of Code	Denial of Certification; Case Closed
21023	Violation of Code	Acceptance of Stipulated Agreement for Letter of Reprimand; Case Closed
21026	Violation of Code Violation of Federal Law; Conviction	Revocation; Case Closed
21028	Violation of Code	Letter of Reprimand with Condition
21029	Violation of Code	Indefinite Suspension with Conditions; Case Closed
21030	Violation of Code	Indefinite Suspension with Conditions; Confirmed Previous Decision; Acceptance of Settlement Offer for Letter of Reprimand

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21032	Violation of Code Violation of State Law; Conviction	Revocation; Case Closed
21101	Violation of Code	Reconsidered Previous Decision – Now No Sufficient Grounds; Case Closed
21102	Violation of Code	Revocation
21103	Violation of Code	Adoption of Findings of Fact for Revocation
21104	Violation of Code	Confirmed Previous Decision of Indefinite Suspension with Conditions
21105	Violation of Code	Adoption of Stipulation and Consent Order for Indefinite Suspension with Conditions
21106	Violation of Code	Revocation
21107	Violation of Code	Indefinite Suspension with Conditions
21109	Violation of Code	No Sufficient Grounds; Case Closed
21110	Violation of Code	Letter of Reprimand; Adoption of Stipulation and Consent Order for Letter of Reprimand
21111	Violation of Code	Confirmed Original Revocation of Administrator Certificate Only; Reviewed; Voted to Accept Stipulation; Case Closed
21112	Violation of Code	Letter of Direction to Individual; Letter of Direction to District; Case Closed
21113	Violation of Code	Letter of Reprimand with Condition; Adoption of Stipulation and Consent Order for Letter of Reprimand with Condition
21114	Violation of Code	Letter of Reprimand with Conditions
21115	Violation of Code Violation of State Law; Conviction	Indefinite Suspension with Conditions
21116	Violation of Code	Letter of Reprimand with Conditions; Adoption of Stipulation and Consent Order for Letter of Reprimand with Conditions
21117	Violation of Code Violation of State Law; Conviction	Permanent Revocation
21118	Violation of Code	Indefinite Suspension with Conditions; Revocation; Case Closed

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21119	Violation of Code	Conditional Certificate with Stipulations; No Sufficient Grounds – Letter of Concern
21120	Violation of Code	Letter of Reprimand; Adoption of Stipulation and Consent Order
21121	Violation of Code	No Sufficient Grounds – Letter of Concern
21122	Violation of Code Violation of State Law; Conviction	Permanent Revocation; Case Closed
21123	Violation of Code	Letter of Reprimand; Administrative Complaint Withdrawn; No Formal Action Taken Against Certificate
21124	Violation of Code	Revocation; Case Closed
21125	Violation of Code Violation of State Law; Conviction	Revocation; Case Closed
21126	Violation of Code	No Sufficient Grounds – Letter of Concern to School; Case Closed
21127	Violation of Code	Indefinite Suspension with Conditions; Adoption of Stipulation and Consent Order; Reinstatement
21128	Violation of Code	Letter of Reprimand; Adoption of Stipulation and Consent Order
21130	Violation of Code	Letter of Reprimand with Conditions; Adoption of Stipulation and Consent Order
21131	Violation of Code	Indefinite Suspension with Condition
21132	Violation of Code	No Sufficient Grounds; Case Closed
21202	Violation of Code	Letter of Reprimand with Conditions
21203	Violation of Code	Letter of Reprimand; Adoption of Stipulation and Consent Order
21204	Violation of Code	No Sufficient Grounds; Case Closed
21205	Violation of Code	Suspension with Conditions
21206	Violation of Code	Circumstances Do Not Warrant Further Action; Case Closed

**3. REQUESTS FOR PROVISIONAL AUTHORIZATIONS**

There were 91 Provisional Authorizations with 102 total endorsements/assignments issued during the 2011-2012 school year. Those Provisional Authorizations by subject area during that same time period are as follows:

All Subjects K-8 – 4  
American Government/Political Science 6-12 - 3  
Art K-12 – 1  
Automotive Technology – 1  
Biological Science 6-12 – 1  
Birth-Grade 3 - 3  
Business Technology Education 6-12 – 2  
Chemistry 6-12 – 3  
Communication 6-12 – 2  
Consulting Teacher – 1  
Counselor K-12 – 6  
Dance 6-12 – 1  
Debate 6-12 – 1  
Director of Special Education - 2  
Drama 6-12 – 1  
Economics 6-12 – 2  
Electronic Technology - 1  
English 6-12 – 2  
Family/Consumer Sciences 6-12 – 3  
French 6-12 – 1  
Generalist K-12 - 14  
Health 6-12 – 1  
Hearing Impaired K-12 - 2  
History 6-12 - 1  
Library Media Specialist K-12 – 2  
Literacy K-12 - 1  
Mathematics 6-12 – 6  
Music K-12 – 1  
Natural Science 6-12 – 4  
Physical Education 6-12 – 6  
Physical Education K-12 - 1  
Physical Science 6-12 – 1  
Psychology 6-12 - 1  
School Principal Pre-K-12 - 4  
School Psychologist – 1  
Small Engine Repair – 1  
Social Studies 6-12 – 6  
Spanish 6-12 – 2  
Superintendent – 2

Technology Education 6-12 – 1  
Television Production/Broadcasting – 1  
Welding – 1  
Work-Based Learning Coordinator - 1

**4. TEACHER TO NEW CERTIFICATION APPROVALS**

There were 174 requests with 185 total endorsements/assignments for Teacher to New Certification alternative authorization that were reviewed and approved by the Professional Standards Commission during the 2011-2012 school year. Those approved Teacher to New Certification alternative authorizations by subject area during that same time period are as follows:

All Subjects K-8 – 8  
American Government/Political Science 6-12 - 6  
Art 6-12 – 1  
Basic Mathematics 6-9 – 3  
Basic Mathematics 6-12 – 5  
Bilingual K-12 - 1  
Biological Science 6-9 – 1  
Biological Science 6-12 – 7  
Birth-Grade 3 - 13  
Business Technology Education 6-12 – 3  
Chemistry 6-12 - 1  
Communication 6-12 – 8  
Counselor K-12 - 4  
Director of Special Education – 1  
Drama 6-12– 3  
Earth Science 6-12 – 1  
Economics 6-12 – 4  
English 6-12 – 7  
English 6-9 - 2  
English as a New Language K-12 – 6  
Family/Consumer Sciences 6-12 – 3  
French 6-12 – 2  
Generalist K-12 - 35  
Gifted and Talented K-12 – 7  
Health 6-12 – 7  
History 6-12 – 1  
Humanities 6-12 - 1  
Library Media Specialist K-12 – 5  
Marketing Technology Education 6-12 - 1  
Mathematics 6-12 - 9  
Natural Science 6-12 – 4  
Physical Education - 4

Physical Science 6-12 - 5  
School Principal Pre-K-12 – 4  
Social Studies 6-12 – 1  
Spanish – 5  
Superintendent – 5  
Technology Education 6-12 – 1

**5. REQUESTS FOR CONTENT SPECIALIST AUTHORIZATIONS**

There were 16 Content Specialist alternative authorizations with 23 total endorsements/assignments issued during the 2011-2012 school year. The Content Specialist alternative authorizations by subject area during that same time period are listed below.

All Subjects K-8 - 2  
Art 6-12 – 1  
Bilingual Education K-12 - 1  
Birth-Grade 3 – 1  
Business Technology Education 6-12 - 1  
English as a New Language K-12 – 2  
Generalist K-12 - 7  
Literacy K-12 - 1  
Music K-12 – 1  
Natural Science 6-12 - 2  
School Principal Pre-K-12 – 1  
Spanish 6-12 – 1  
Spanish K-12 - 2

**6. REQUESTS FOR ABCTE (AMERICAN BOARD FOR CERTIFICATION OF TEACHER EXCELLENCE) CERTIFICATION**

There were 80 interim certificates with 109 total endorsements/assignments issued through the ABCTE process during the 2011-2012 school year. Those ABCTE-issued interim certificates by subject area during that same time period are as follows:

All Subjects K-8 - 52  
Biological Science 6-12 – 4  
English 6-12 – 3  
Generalist K-12 - 26  
History 6-12 - 4  
Literacy K-12 - 1  
Mathematics 6-12 – 15  
Natural Science 6-12 – 2

Physics 6-12 – 2

## 7. STATE/NATIONAL APPROVAL OF TEACHER PREPARATION PROGRAMS

The State Board of Education requires all teacher preparation programs to be evaluated on a seven-year cycle. This evaluation occurs through a concurrent on-site visit by an NCATE (National Council for the Accreditation of Teacher Education) team and a state team. The NCATE team evaluates the unit, and the state team evaluates respective content area disciplines.

Under the direction of the administrator of the Professional Standards Commission, the state evaluation team, utilizing the NCATE/Idaho protocol, conducts teacher preparation program evaluations. While all teacher preparation programs are subject to a state evaluation, NCATE evaluations are optional. All Idaho teacher preparation institutions, except The College of Idaho, BYU-Idaho, and the University of Phoenix – Idaho Campus, choose to undergo an NCATE program evaluation. All Idaho teacher preparation programs, however, must address both state and NCATE standards when preparing for on-site teacher preparation program reviews.

The official vehicle for the approval of existing teacher preparation programs in Idaho is the NCATE /Idaho partnership agreement. State standards for evaluating teacher preparation programs are those approved by the State Board of Education effective July 1, 2001, and found in the Idaho Standards for Initial Certification of Professional School Personnel manual.

### BYU-Idaho

Following a state/NCATE on-site visit on October 10-13, 2011, the Commission, at its December 1-2, 2011, meeting, considered the state team report and made the following recommendations regarding the BYU - Idaho teacher education program:

- Approval without conditions for the EC/ECSE Blended program;
- Approval without conditions for the Elementary Education program;
- Approval without conditions for the English Language Arts program;
- Approval without conditions for the Foreign Language program;
- Approval without conditions for the Health program;
- Approval without conditions for the Mathematics program;
- Approval without conditions for the Physical Education program;
- Approval without conditions for the Professional-Technical Education (Foundation Standards) program;
- Approval without conditions for the Agriculture Education program;
- Approval without conditions for the Family and Consumer Science program;

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- Approval without conditions for the Science (Foundation Standards) program;
- Approval without conditions for the Biology program;
- Conditional approval for the Chemistry program;
- Approval without conditions for the Earth and Space Science program;
- Approval without conditions for the Physics program;
- Approval without conditions for the Social Studies (Foundation Standards) program;
- Approval without conditions for the Economics program;
- Approval without conditions for the Geography program;
- Approval without conditions for the Government/Civics program;
- Approval without conditions for the History program;
- Approval without conditions for the Visual/Performing Arts (Foundation Standards) program;
- Approval without conditions for the Drama program;
- Approval without conditions for the Music-NASM Accredited program;
- Approval without conditions for the Visual Arts program.

The State Board of Education, at its February 16, 2012, meeting, approved the BYU-Idaho state team report resulting from the on-site visit. Conditionally approved programs are subject to a focused revisit within two years following the on-site visit to determine if specific standards are met.

**Northwest Nazarene University**

Following a focus visit on November 2, 2011, the Superintendent certification program at Northwest Nazarene University was recommended for approval at the December 1-2, 2011, Commission meeting. The State Board of Education, at its February 16, 2012, meeting, approved the Northwest Nazarene University state team report resulting from the on-site focus review of its Superintendent certification program.

8. Commission members were provided a presentation/update on Department of Education test security and assessment development aligned to the Common Core State Standards.
9. The Commission Professional Development Committee awarded 74 grants for a total of \$35,701 to fund professional development opportunities for educators in the State of Idaho.
10. The Commission Professional Development Committee streamlined its grant process during the year, developed a rubric and criteria to be used in awarding the grants, and made the grant application process totally electronic.

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11. Wording was added to the Commission Procedures Manual to ensure that higher education representatives serving on the Commission are from approved Idaho institutions of higher education.
12. Commission members voted to begin receiving meeting materials in electronic format.
13. The Commission, through its Professional Development Committee, provided a final amount of \$15,000 to the Summer Institute of Best Practices.
14. The Commission, through its Standards Committee, clarified the intent of the Health and Physical Education endorsement by submitting language clarification to IDAPA so that candidates seeking only the secondary option will not additionally have to take the elementary health or physical education methods course.
15. The Commission approved the Standards Committee's recommendation that the state assess each non-NCATE institution an annual fee of \$2,000 to partially defray the costs of program approval reviews and to contribute to the state's expense of being an NCATE partner.
16. The Commission provided its own representation at the State Board of Education meetings during the 2011-2012 school year.
17. The Commission funded the participation of Commission members and staff alike in various Commission-related meetings and conferences during the course of the 2011-2012 school year.
18. The Commission, through its Standards Committee, clarified the intent of the endorsement area requirement to be attained on the Elementary Education Certificate by submitting language clarification to IDAPA to include the Exceptional Child Certificate with a K-12 Generalist endorsement along with either a grade 5-9 or K-12 subject area endorsement already delineated in the endorsement area requirement.
19. The Commission funded the participation of two Commission staff members, the Commission deputy attorney general, and one Commission member in the annual NASDTEC Professional Practices Institute.
20. Commission members were provided a presentation on an administrator accuracy and calibration tool (using the Danielson Framework) to help ensure that administrators' judgments about teaching practice are both accurate and consistent.
21. During the fiscal year, overall Commission revenue declined in the amount of \$3,307.

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22. Following a new program approval review by the Standards Committee, the Commission passed the Standards Committee's recommendation to conditionally approve the proposed Boise State University IDO-Teach program, thus helping to increase quantity, quality, and diversity of STEM-education graduates.
23. The Commission approved the Standards Committee's recommendation that, in addition to the Code of Ethics for Idaho Professional Educators, school leaders and administrators shall also adhere to the American Association of School Administrators Code of Ethics and said code shall appear in its entirety in the aforementioned document.
24. The Commission approved the Standards Committee's recommendation to replace the current Elementary Education: Content Knowledge (0014) Praxis exam with the Elementary Education: Multiple Subjects (5031) Praxis exam and establish a standard-setting (score) for the State of Idaho.
25. The Commission requested that the necessary clarifying language "field work to include an internship and student teaching in a special education setting" be added to the Generalist K-12 endorsement IDAPA language.
26. The Commission provided a \$2,000 mini-grant to each of five administrator preparation programs in the state, amounting to a total of \$10,000. Each program will research some aspect of administrator preparation and the needs of current administrators in this age of fast-moving reform. All data from the research will be shared with the focus group currently developing the specifics of a statewide framework for administrator evaluations.
27. Following a new program approval review by the Standards Committee, the Commission passed the Standards Committee's recommendation to conditionally approve the proposed Boise State University Math Consulting Teacher endorsement once the Department of Education receives the addendum clarifying the classroom/practicum elements of the proposal.
28. The Commission approved as a pilot the Idaho state assessments "protocol" as an operational definition of Principle IV(e) in the Idaho Code of Ethics for Professional Educators.
29. The Commission approved the Executive Committee's recommendation to add an addendum for up to \$20,000 more in financial compensation to the ethics investigator's contract for additional investigative services for the remainder of the fiscal year.
30. The Commission paid \$35,134 for contracted investigative services during the 2011-2012 school year.

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31. The Commission approved the Executive Committee's recommendation to mail the Commission tri-fold brochure and the code of ethics pamphlet only with initial certificates and to cease mailing the ethics poster with all certificates.
32. The Commission adopted a revised, more efficient default procedure in ethics cases by replacing its single default order (that finds the respondent to be in default and also imposes discipline) with two separate orders (one in which the respondent is found to be in default and another that relates to sanctions). The revision provides the respondent with the additional seven days' default notification specified in the Administrative Procedures Act.
33. The Commission moved to grant the authority to the chief certification officer in consultation with the chair of the Executive Committee to appoint general counsel for the hearing panel as a hearing officer in default cases for preliminary matters.
34. The Commission initiated a new full-Commission adoption process for ethics case stipulations that come out of the Executive Committee. All stipulations for adoption at a Commission meeting are put on an agenda; reviewed ahead of time; and, barring any issues, adopted as recommendations by the deputy attorney general, the Executive Committee, and the respondents. The Executive Committee chair signs a stipulation as a recommendation, but the full Commission is the decision-making entity that ultimately enters the order, thus completing the stipulation adoption process.
35. Following a new program approval review by the Standards Committee, the Commission passed the Standards Committee's recommendation to conditionally approve the proposed Northwest Nazarene University Online Teacher endorsement program of study.
36. The Commission funded the participation of two Commission staff members in the annual National Association of State Directors of Teacher Education and Certification (NASDTEC) Conference.
37. The Commission approved the Standards Committee's recommendation that Idaho adopt the Praxis Gifted Education test #0357 as a requirement for the Gifted and Talented endorsement.
38. The Commission Standards Committee agreed that it would be an acceptable and value-added practice for districts to have increased flexibility in assigning teachers for elective courses, and this new information was disseminated to the school district personnel who required it.
39. The Commission Executive Committee formed a special subcommittee to ensure that any upcoming revisions to the Code of Ethics for Idaho Professional Educators align with any rules and statutes currently in place.

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- 40.** The Commission Executive Committee, through the Department of Education, made all school district human resource directors and the Parent Teacher Association aware of the Code of Ethics for Idaho Professional Educators/complaint process accessibility need.
- 41.** The Commission passed the Nomination Subcommittee's recommendation to appoint Dan Sakota as chair and Anne Ritter as vice chair of the Commission for the 2012-2013 school year.
- 42.** The Commission cancelled its June 2012 meeting because of budget concerns.
- 43.** Commission committees provided year-end summaries of their activities during the school year. The summaries will eventually be compiled in a for-information-only report for the State Board of Education.

**Appendix A: 2011-12 Professional Development Grants**

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<b>2011-12 Fall Professional Development Grants Awarded</b>
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Applicant_Name	Dist	School_Name	Amount_Requested	Dist_Total
Barbara Oldenburg	2	LakeHazel Middle School	\$500.00	
Caya Snethen	2	Eagle Middle School	\$500.00	
Franny Williams	2	Eagle Middle	\$500.00	
Nancy Heath	2	Eagle Middle School	\$500	
Tara Kishpaugh	2	Eagle High School	\$500	
Janet Gates	2	Eagle Middle School	\$500.00	
Amy Birch	2	Mary McPherson Elementary	\$500.00	
Bernadette Sexton	2	Joint School District No. 2 Teacher on Special Assignment	\$500	
Christine Killian	2	Peregrine	\$500	
Christine Lawrence	2	District Office, Joint School District No.2	\$500.00	
Greg Felton	2	Meridian High School	\$500.00	
HollyDee Archuleta	2	Meridian Elementary	\$500.00	
Jennafer Kyzer	2	Peregrine Elementary	\$500.00	
Lisa Austin	2	Meridian Middle School	\$500.00	
Lisa Korber	2	Hunter Elementary	\$500.00	
Lori Gash	2	District Service Center	\$500.00	
Maureen Seidel	2	Peregrine Elementary	\$500	
Nerissa Armstrong	2	Meridian Middle	\$500.00	
Robin Kearns	2	Peregrine Elementary	\$500.00	

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Sarah Baker	2	Mary McPherson Elementary	\$500.00	
		<b>EXISTING FUNDS</b>	<b>-\$500.00</b>	<b>\$10,000.00</b>
Angela Hemingway	3	Kuna High School	\$400.00	
				<b>\$400.00</b>
Donna Hill	60	Hazel Stuart Elementary	\$500.00	
				<b>\$500.00</b>
Cindy Smith	84	Sandpoint High School	\$420.00	
John Hastings	84	Sandpoint High School	\$500	
				<b>\$920.00</b>
Cynthia M Olson	101	Valley View Elementary	\$500.00	
				<b>\$500.00</b>
Juli Stricklan	251	Rigby High School	\$500.00	
Ray Swanson	251	Rigby High School	\$500	
				<b>\$1,000.00</b>
Marci Wing	271	Sorensen Magnet School for the Arts and Humanities	\$492.00	
				<b>\$492.00</b>
Cory Nilson	273	Seltice Elementary	\$500.00	
Jennifer Nilson	273	Seltice Elementary	\$500.00	
Amy Lynn	273	River City Middle School	\$400.00	
Anna Carpenter	273	Ponderosa Elementary School	\$300	
Anna Wilson	273	Frederick Post Kindergarten	\$336.15	
Bob Rinehart	273	Seltice Elementary	\$500.00	
Janelle Baker	273	River City Middle School	\$500	
Jennifer Cleave	273	Ponderosa Elementary School	\$299	
Kathy Baker	273	Ponderosa Elementary School	\$500	

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Mary Gerringer	273	Ponderosa Elementary School	\$500	
Michelle Mobraten	273	West Ridge Elem	\$400.00	
Sandra Combo	273	Ponderosa Elementary	\$500	
Stephanie Goodman	273	Mullan Trail Elementary Developmental Preschool	\$472.98	
Steve Ostrom	273	Post Falls Middle School	\$500.00	
Tim Rice	273	Ponderosa Elementary School	\$430	
				<b>\$6,638.13</b>
Lisa Margason	391	Pinehurst Elementary	\$271.00	
Teresa L. Baillie	391	Pinehurst Elementary	\$271.00	
				<b>\$542.00</b>
Robin Mason	411	Bickel elementary	\$500.00	
				<b>\$500.00</b>
Lynda LeBlanc		Coeur d'Alene Charter Academy	\$500	
				<b>\$500.00</b>
			<b>\$21,992.13</b>	<b>\$21,992.13</b>

**2011-12 Spring Professional Development Grants Awarded**

School_Name	district	Amount_Requested
Pepper Ridge Elementary	002	\$480.00
Lake Hazel Middle School	002	\$500.00
Rocky Mountain High School	002	\$500.00
Paramount Elementary	002	\$179.00
Heritage Middle School	002	\$395.00
Heritage Middle School	002	\$395.00
Mary McPherson Elementary	002	\$500.00

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Pathways Middle	002	\$500.00
Pepper Ridge Elementary	002	\$480.00
Pathways Middle School	002	\$500.00
Heritage Middle School	002	\$500.00
Meridian Middle School	002	\$382.00
Lewis and Clark Middle School	002	\$500.00
Sawtooth Middle School	002	\$450.00
	<b>002 TOTAL</b>	<b>\$6,261.00</b>
Middleton Heights Elementary	<b>134 TOTAL</b>	<b>\$500.00</b>
Black Canyon High School	221	\$500.00
Butte View/Shadow Butte/Sweet/Ola	221	\$500.00
	<b>221 TOTAL</b>	<b>\$1,000.00</b>
Roberts Elementary School	251	\$450.00
Roberts Elementary	251	\$500.00
	<b>251 TOTAL</b>	<b>\$950.00</b>
River City Middle School	273	\$500.00
West Ridge Elementary School	273	\$500.00
Mullan Trail Elementary	273	\$500.00
Seltice Elementary	273	\$500.00
Seltice Elementary	273	\$500.00
Prairie View Elem.	273	\$499.00
West Ridge Elementary School	273	\$500.00
	<b>273 TOTAL</b>	<b>\$3,499.00</b>
William Thomas Middle School	381	\$500.00
William Thomas Middle School	381	\$500.00
William Thomas Middle School	381	\$499.00
William Thomas Middle School	381	\$500.00
	<b>381 TOTAL</b>	<b>\$1,999.00</b>
		<b>\$14,209.00</b>

**Appendix B: Authorizations Committee Year-End Report**

# Alternative Authorizations

## 2011-2012

Total Authorizations	Provisional Authorization	Alternative Authorization - Teacher to New Certificate	Alternative Authorization - Content Specialist	Computer Based Alternate Route - ABCTE
2011-2012	91	174	16	80
2010-2011	66	211	19	119
2009-2010	113	249	1	116
2008-2009	272	241	4	142
2007-2008	305	171	41 LOA's	123

Year	Number of alternate approvals	Total Certificated Statewide	Percent of Educators Working with an Alternative Authorization
2011-2012	361	18,897	1.91%
2010-2011	415	17,313	2.40%
2009-2010	479	17,648	2.71%
2008-2009	659	17,638	3.74%
2007-2008	640	17,479	3.66%

**Appendix C: Fiscal Year 2012 Budget Expenditures**

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PSC Revenue/Expense details FY 2012													Index Code 2003			(Budget: Approved 4-23-2010)		
	Jul 11	Aug 11	Sept 11	Oct 11	Nov 11	Dec 11	Jan 12	Feb 12	Mar 12	Apr 12	May 12	June 12						
Revenue (actual)	\$46,920	\$67,905	\$25,483	\$7,645	\$7,038	\$6,278	\$21,150	\$27,452	\$20,981	\$22,854	\$36,957	\$55,788	\$346,451	\$0				
Estimated Revenue													\$315,900					
Estimated Cash balance 7/1/2011													\$286,070					
Cash needed to balance FY2012													#N/A					
Estimated Cash balance 6/30/2012													#N/A					
													Actual FY12	Est. Budget Total	% Remain of budget			
<b>PERSONNEL</b>																		
4101																		
4201	Salaries, benefits	\$15,871	\$17,631	\$20,997	\$17,591	\$14,563	\$14,299	\$15,492	\$14,523	\$23,779	\$15,669	\$14,861	\$15,712	\$200,990	\$192,558	-4.38%		
<b>OPERATING</b>																		
5961	<b>PSC-Commission Work</b>																	
5990	PSC Mtg Travel/meals	\$4,568	\$5,886	\$60	\$5,534	\$100	\$4,298	\$404	\$6,097	\$161	\$6,607	\$210		\$33,925	\$39,000	13.01%		
	Public relations/hearings													\$0	\$1,000	100.00%		
5990	Commission Prof Dev & Training							\$284						\$284	\$6,500	95.63%		
5982	Governmental Overhead													\$0	\$13,000	100.00%		
5166	Legal Services													\$0	\$0	#DIV/0!		
	<b>Committee Work</b>																	
	Leadership Team											\$9		\$9	\$700	98.67%		
	Strategic Planning													\$0	\$0	#DIV/0!		
	SBOE Meetings				\$92									\$92	\$500	81.66%		
5035	Exec. - Printing (brochure/poster)		\$468	\$2,371										\$2,839	\$2,000	-41.97%		
	Investigations/hearings/training	\$27	\$46			\$276								\$349	\$8,000	95.64%		
	Contract investigative services	\$9,077	\$2,475	\$2,170	\$4,238	\$623	\$3,880	\$3,179	\$9,171	\$305	\$17			\$35,134	\$39,000	9.91%		
	NASDTEC Professional Pract.	\$42	\$3,380	\$882	\$2,581	\$415								\$7,300	\$10,000	27.00%		
	NASDTEC Dues										\$4,000			\$4,000	\$4,000	0.00%		
5035	Authorizations													\$0	\$500	100.00%		
	Alternate Routes													\$0	\$0	#DIV/0!		
	Teacher Licensure/Comp													\$0	\$0	#DIV/0!		
5035	Standards													\$0	\$300	100.00%		
	Standards Maintenance				\$3			\$3,820	\$4,756	\$614	\$1,576			\$10,768	\$10,850	0.76%		
	Praxis													\$0	\$2,500	100.00%		
	Prep Program Review Re-write										\$5			\$5	\$8,435	99.94%		
	Prep Program Review & Focus visits (PPR) & Training	\$1,540	\$500		\$2,800	\$884			\$419.80	\$514				\$6,657	\$10,500	36.60%		
	Admin. Training Pilot (TPA)								\$8,000.00					\$8,000	\$14,000	42.86%		
5135	NCATE Representation dues	\$3,713												\$3,713	\$3,650	-1.73%		
5035	Prof Development Committee													\$0	\$300	100.00%		
	Prof Development Fund		\$15,000			\$21,992				\$13,709				\$50,701	\$52,600	3.61%		
5001	Communication	\$85	\$219	\$323	\$85	\$273	\$158	\$113	\$103	\$300	\$161	\$333	\$138	\$2,292	\$4,000	42.71%		
5051	Employee Development											\$100		\$100	\$750	86.67%		
5170	Prof. Services-Consultant													\$0	\$2,000	100.00%		
5201	Repairs and Maintenance Svcs.& supplies													\$0	\$1,300	100.00%		
5251	Admin. services		\$361	\$210	\$748	\$226	\$207	\$317	\$189	\$169	\$274		\$79	\$2,779	\$2,300	-20.83%		
5301	Computer services													\$0	\$500	100.00%		
5351	Employee Travel Costs	\$510	\$299	-\$101	\$130	\$59	\$1,960	\$939	\$804	-\$16	\$1,048	\$1,892	\$1,099	\$8,625	\$7,500	-15.00%		
5401	Admin. Supplies (Office supplies)	\$38	\$24				\$3		\$3	\$24	\$5	\$61		\$159	\$3,800	95.83%		
5551	Computer Supplies									\$333				\$333	\$1,000	66.72%		
5751	Insurance													\$0	\$700	100.00%		
5901	Rentals & operating leases			\$2,576					\$2,407					\$4,983	\$5,500	9.40%		
	Payroll/Accounting			\$1,118										\$1,118	\$1,400	20.16%		
<b>CAPITAL</b>																		
6401	Computer equipment				\$3,098									\$3,098	\$1,000	-209.78%		
6701	Office equipment							\$425						\$425	\$600	29.17%		
	<b>TOTALS</b>	\$35,471	\$46,290	\$30,607	\$36,898	\$17,143	\$43,194	\$21,145	\$31,833	\$47,095	\$42,912	\$19,050	\$17,037	\$388,676	#N/A	#N/A		
	<b>Revenue less expenses</b>	\$11,449	\$21,615	(\$5,124)	(\$29,253)	(\$10,105)	(\$36,916)	\$5	(\$4,381)	(\$26,114)	(\$20,058)	\$17,907	\$38,750	(\$42,225)				

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# ANNUAL REPORT

## PROFESSIONAL STANDARDS COMMISSION

2012-2013

**TOM LUNA**

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

**CHRISTINA LINDER**

PROFESSIONAL STANDARDS COMMISSION ADMINISTRATOR

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IDAHO DEPARTMENT OF EDUCATION  
P. O. BOX 83720  
BOISE, ID 83720-0027

# **PROFESSIONAL STANDARDS COMMISSION**

## **ANNUAL REPORT**

**2012-2013**

**STATE DEPARTMENT OF EDUCATION  
FEBRUARY 27, 2014**

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**ANNUAL REPORT**

**July 1, 2012 – June 30, 2013**

The Professional Standards Commission was established by the legislature as provided in Sections 33-1251 through 33-1258, Idaho Code. It is an 18-member body comprised of 7 teachers, 4 school administrators, 3 public higher education personnel, plus 1 representative each of private higher education institutions, the State Department of Education, the Division of Professional-Technical Education, and the State School Boards Association.

Under Idaho Code, the Professional Standards Commission is charged with the three basic categories of responsibility listed below. 1) The Commission adopts professional codes and standards of ethics, conduct, and professional practices applicable to certificated employees; 2) it inquires into and, if warranted, provides hearings on charges of improper conduct; and 3) it makes recommendations concerning teacher education, teacher certification, and standards. Items 1) and 3) are subject to final approval by the State Board of Education.

During the 2012-2013 school year, the following persons served as members of the Professional Standards Commission:

- |     |                         |  |
|-----|-------------------------|--|
| 1.  | Dr. Kathy Aiken         | University of Idaho                    |
| 2.  | Clara Allred            | Twin Falls SD #411                     |
| 3.  | Cathy Bierne            | Coeur d'Alene SD #271                  |
| 4.  | Dr. Diane Boothe        | Boise State University                 |
| 5.  | Esther Henry            | Jefferson County Joint SD #251         |
| 6.  | Dr. Paula Kellerer      | Northwest Nazarene University          |
| 7.  | Kelly Leighton          | Coeur d'Alene SD #271                  |
| 8.  | Dr. Cori Mantle-Bromley | University of Idaho                    |
| 9.  | Dr. Becky Meyer         | Lake Pend Oreille SD #84               |
| 10. | Dr. Laural Nelson       | Idaho Digital Learning Academy         |
| 11. | Mikki Nuckols           | Bonneville Joint SD #93                |
| 12. | Glenn Orthel            | State Professional-Technical Education |
| 13. | Daylene Petersen        | Nampa SD #131                          |
| 14. | Taylor Raney            | Caldwell SD #132                       |
| 15. | Anne Ritter, Vice Chair | Meridian Joint SD #2                   |
| 16. | Shelly Rose             | Mountain Home SD #193                  |
| 17. | Dan Sakota, Chair       | Madison SD #321                        |
| 18. | Nick Smith              | State Department of Education          |

Christina Linder served as Administrator for the Commission from July 1, 2012, to June 30, 2013.

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**1. INTERNAL OPERATION OF THE COMMISSION**

The Professional Standards Commission met five times during the 2012-2013 school year in August, October, November, April, and June. Five standing committees and one standing subcommittee functioned throughout the year.

<b><u>STANDING COMMITTEES</u></b>	<b><u>FUNCTION</u></b>
LEADERSHIP TEAM (Consists of Chair, Vice Chair, and four chairpersons from other standing committees/subcommittees.)	Troubleshoots. Tracks Commission tasks. Manages the Commission strategic plan.
AUTHORIZATIONS	Reviews district requests for approval of Teacher to New Certification authorizations.
STANDARDS	Reviews Certification standards. Recommends changes to Commission.
EXECUTIVE	Makes recommendations to the Commission regarding disciplinary actions and policy revision.
PROFESSIONAL DEVELOPMENT	Reviews professional development issues.

<b><u>STANDING SUBCOMMITTEE</u></b>	<b><u>FUNCTION</u></b>
BUDGET	Monitors/makes recommended revisions to annual budget. Develops yearly budget with recommendations for Commission approval.

**2. PROFESSIONAL PRACTICES ACTIVITIES**

Under Section 33-1208, Idaho Code, the Professional Standards Commission has the ultimate responsibility for suspending or revoking certificates for educator misconduct. The Professional Standards Commission, under 33-1209, Idaho Code, is charged with the responsibility of securing compliance with standards of ethical conduct. The chief certification officer of the State Department of Education/administrator of the Professional Standards Commission advises the Commission Executive Committee of the circumstances of a case, suggesting a possible need for action to be taken against a certificate. If a due process hearing is requested, the State Superintendent of Public Instruction grants approval for a hearing to be held.

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Since the publication date of the last annual report, the Professional Standards Commission received and considered the cases listed below. The administrator also provided technical assistance to districts in which educator misconduct or related problems were an issue, with a consistent recommendation that districts use legal counsel to help determine a course of action. The following cases were disposed of as indicated:

<b><u>CASE</u></b>	<b><u>CAUSE</u></b>	<b><u>DISPOSITION</u></b>
20521	Violation of Code	Revocation Through Default; Certificate Reinstated; Case Closed
20707	Violation of Code Violation of State Law; Conviction	Conditional Renewed Certificate; Certificate Reinstated
20906	Violation of Code Violation of State Law; Conviction	Revocation Through Default; Certificate Reinstated
20919	Violation of Code	Letter of Reprimand; Hearing Panel – No Sufficient Grounds; Case Closed
21012	Violation of Code	Case Closed
21022	Violation of Code Violation of State Law; Conviction	Permanent Revocation Through Default; Case Closed
21030	Violation of Code	Letter of Reprimand; Case Closed
21102	Violation of Code	Revocation; Conditional Certificate with 5 Courses; Hearing Panel – No Discipline Imposed – May Apply for Certification in Any Area in Which Qualified
21104	Violation of Code	Indefinite Suspension - Conditional Certificate with 2 Courses and Reflective Paper
21106	Violation of Code	Revocation; Hearing Panel – Indefinite Suspension with Remedial Course Work; Certificate Reinstated; Certificate Expiration
21108	Violation of Code	Revocation Through Default
21113	Violation of Code	Case Closed
21115	Violation of Code Violation of State Law; Conviction	Conditional Certificate with Quarterly Progress Reports from Probation Officer, Psychotherapist, and Psychiatrist and New Background Check; Case Closed

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21117	Violation of Code Violation of State Law	Permanent Revocation; Case Closed
21119	Violation of Code	No Sufficient Grounds, Concern Letter; Case Closed
21120	Violation of Code	Letter of Reprimand; Case Closed
21121	Violation of Code	No Sufficient Grounds, Concern Letter; Case Closed
21127	Violation of Code	Indefinite Suspension with 2 Courses; Certificate Reinstated; Case Closed
21129	Violation of Code Violation of State Law	Voluntary Certificate Surrender; Revocation; Case Closed
21130	Violation of Code	Letter of Reprimand with 2 Courses; Case Closed
21131	Violation of Code Violation of State Law	Indefinite Suspension with Condition of Utah Certificate Reinstatement; Case Closed
21201	Violation of Code	Indefinite Suspension with Letter of Reprimand and Ethics Course
21202	Violation of Code	Confirmed Previous Decision (Letter of Reprimand with Stipulations); Hearing Panel – No Action Against Certificate but Must Take 1 Ethics Course; Case Closed
21203	Violation of Code	Letter of Reprimand; Case Closed
21205	Violation of Code	Conditional Certificate with Ethics Course; 2 Specific Leadership Courses Before Applying for/Accepting Teacher/Administrator Position; Case Closed
21207	Violation of Code	Revocation; Indefinite Suspension with Ethics Course and Review of Standardized Test Protocol
21208	Violation of Code Violation of State Law – Conviction	Revocation; Case Closed
21209	Violation of Code Violation of State Law – Conviction	Voluntary Certificate Surrender; Permanent Revocation; Case Closed
21211	Violation of Code	No Sufficient Grounds; Case Closed
21212	Violation of Code Violation of State Law – Conviction	Revocation

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21213	Violation of Code	Indefinite Suspension with 2 Courses; Hearing Panel – Indefinite Suspension with 2 Courses; Case Closed
21215	Violation of Code	Indefinite Suspension with Ethics Course
21217	Violation of Code	Indefinite Suspension with Book Report, Interview of 5 Teachers, and Ethics Course; Letter of Reprimand with Same Conditions of Previous Suspension
21219	Violation of Code	Suspension; No Sufficient Grounds; Case Closed
21220	Violation of Code	Indefinite Suspension with 4 Courses
21221	Violation of Code Violation of State Law – Conviction	Revocation
21223	Violation of Code	No Sufficient Grounds; Case Closed
21224	Violation of Code Violation of State Law – Conviction	Indefinite Suspension with Complete Explanation of Charges, Submission of Probation Reports, New Background Check Annually, Risk Analysis for Re-Offending, and Ethics Course; Confirmed Previous Decision
21225	Violation of Code	No Sufficient Grounds, Warning Letter; Case Closed
21227	Violation of Code	Letter of Reprimand
21229	Violation of Code	Conditional Certificate with Literature Review of at Least 7 Sources, Implementation Plan of Best Practices for Safe and Effective Classroom Climate Within 6 Months of Stipulation
21230	Violation of Code	Conditional Certificate with Implementation of Staff Safe-School Plan Within 6 Months of Stipulation, Provide Anti-Bullying Inservice for Staff, Ethics Course
21231	Violation of Code Violation of State Law – Conviction	Permanent Revocation
21232	Violation of Code	Case Closed
21233	Violation of Code	Indefinite Suspension with Ethics Course, New Background Check, and Completion of All Conditions for 5-Year Certificate

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21302	Violation of Code	Letter of Reprimand with Ethics Course
21303	Violation of Code	Letter of Reprimand
21304	Violation of Code	Indefinite Suspension with 2 Courses
21306	Violation of Code	Indefinite Suspension with 2 Courses
21307	Violation of Code	Indefinite Suspension; Certification Lapsed; New Certification Denial; Case Closed
21310	Violation of Code	Letter of Reprimand with Ethics Course
21314	Violation of Code	Revocation
21315	Violation of Code	Indefinite Suspension or Revocation (pending negotiation)
21316	Violation of Code	Indefinite Suspension or Revocation (pending negotiation)

**3. REQUESTS FOR PROVISIONAL AUTHORIZATIONS**

There were 106 Provisional Authorizations with 116 total endorsements/assignments issued during the 2012-2013 school year. Those Provisional Authorizations by subject area during that same time period are as follows:

Agricultural Science and Technology 6/12 - 3  
All Subjects K/8 – 9  
American Sign Language 6/12 - 1  
Art 6/12 – 4  
Basic Mathematics 6/12 – 3  
Biology 6/12 – 1  
Birth-Grade 3 - 3  
Business Technology Education 6/12 – 2  
Chemistry 6/12 – 2  
Communication/Drama 6/12 – 1  
Communications 6/12 - 4  
Counselor – 1  
Director of Special Education - 1  
Drama 6/12 – 1  
Economics 6/12 – 5  
Emergency Medical Technician - 1  
English 6/12 – 2  
English as a New Language K/12 - 4  
Family and Consumer Science 6/12 – 2  
Foreign Language 6/12 - 1

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French 6/12 – 1  
Generalist K/12 – 13  
Gifted and Talented K/12 – 2  
Government/Political Science 6/12 - 3  
Health 6/12 – 1  
Health Occupations 6/12 - 1  
History 6/12 - 1  
Law Enforcement 6/12 – 1  
Literacy K/12 - 1  
Mathematics 6/12 – 7  
Music K/12 – 3  
Natural Science 6/12 – 3  
Physical Education 6/12 – 7  
Physical Science 6/12 – 1  
Physics 6/12 – 1  
Principal - 3  
Psychology 6/12 - 1  
School Counselor - 3  
School Psychologist – 2  
Social Studies 6/12 – 6  
Spanish 6/12 – 1  
Supervisor/Coordinator Special Education K/12 - 1  
Technology Education 6/12 – 1  
Work-Based Learning 6/12 - 1

**4. TEACHER TO NEW CERTIFICATION APPROVALS**

There were 255 requests with 266 total endorsements/assignments for Teacher to New Certification alternative authorization that were reviewed and approved by the Professional Standards Commission during the 2012-2013 school year. Those approved Teacher to New Certification alternative authorizations by subject area during that same time period are as follows:

All Subjects K/8 – 15  
Basic Math/Limited Mathematics Endorsement – 4  
Basic Mathematics 6/12 – 6  
Biology 6/12 – 5  
Birth-Grade 3 - 9  
Chemistry 6/12 – 3  
Chinese 6/12 - 1  
Communications 6/12 – 4  
Consulting Teacher - 1  
Counselor - 2  
Director of Special Education – 3  
Drama 6/12– 5  
Earth Science 6/12 – 1

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Economics 6/12 – 7  
English 6/12 – 10  
English 6/9 - 1  
English as a New Language K/12 – 5  
Family and Consumer Science 6/12 – 3  
Foreign Language 6/12 - 1  
French 6/12 – 2  
Generalist K/12 – 52  
Geography 6/12 – 2  
German 6/12 - 2  
Gifted and Talented 6/12 – 10  
Government/Political Science 6/12 - 16  
Health 6/12 – 11  
Health K/12 - 1  
History 6/12 – 3  
Humanities 6/12 - 1  
Library Media Specialist K/12 – 10  
Mathematics 6/12 – 14  
Music 6/12 – 1  
Music K/12 - 2  
Natural Science 6/12 – 8  
Physical Education 6/12 - 3  
Physical Education K/12 - 4  
Physical Science 6/12 - 4  
Principal – 7  
Psychology 6/12 – 1  
School Counselor - 3  
Social Studies 6/12 – 2  
Spanish 6/12 – 3  
Spanish K/12 – 6  
Speech Language Pathologist - 1  
Superintendent – 10  
Technology Education 6/12 – 1

**5. REQUESTS FOR CONTENT SPECIALIST AUTHORIZATIONS**

There were 34 Content Specialist alternative authorizations with 35 total endorsements/assignments issued during the 2012-2013 school year. The Content Specialist alternative authorizations by subject area during that same time period are listed below.

All Subjects K/8 – 5  
American Sign Language 6/12 - 1  
Biology 6/12 - 3  
Birth-Grade 3 – 2  
Counselor – 1

English 6/12 - 1  
Generalist K/12 – 7  
Government/Political Science 6/12 – 1  
Library Media Specialist 6/12 - 1  
Mathematics 6/12 - 3  
Music K/12 – 1  
Natural Science 6/12 - 3  
Physical Education 6/12 – 2  
Principal – 1  
Social Studies 6/12 – 2  
Welding 6/12 - 1

**6. REQUESTS FOR ABCTE (AMERICAN BOARD FOR CERTIFICATION OF TEACHER EXCELLENCE) CERTIFICATION**

There were 122 interim certificates with 164 total endorsements/assignments issued through the ABCTE process during the 2012-2013 school year. Those ABCTE-issued interim certificates by subject area during that same time period are as follows:

All Subjects K/8 - 57  
Biological Science 6/12 – 12  
Chemistry 6/12 - 2  
English 6/12 – 22  
Generalist K/12 - 35  
History 6/12 - 10  
Mathematics 6/12 – 16  
Natural Science 6/12 – 9  
Physics 6/12 – 1

**7. STATE/NATIONAL APPROVAL OF TEACHER PREPARATION PROGRAMS**

The State Board of Education requires all teacher preparation programs to be evaluated on a seven-year cycle. This evaluation occurs through a concurrent on-site visit by an NCATE (National Council for the Accreditation of Teacher Education) team and a state team. The NCATE team evaluates the unit, and the state team evaluates respective content area disciplines.

Under the direction of the administrator of the Professional Standards Commission, the state evaluation team, utilizing the NCATE/Idaho protocol, conducts teacher preparation program evaluations. While all teacher preparation programs are subject to a state evaluation, NCATE evaluations are optional. All Idaho teacher preparation institutions, except The College of Idaho, BYU-Idaho, and the University of Phoenix – Idaho Campus, choose to undergo an NCATE program evaluation. All Idaho teacher preparation programs, however, must

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address both state and NCATE standards when preparing for on-site teacher preparation program reviews.

The official vehicle for the approval of existing teacher preparation programs in Idaho is the NCATE /Idaho partnership agreement. State standards for evaluating teacher preparation programs are those approved by the State Board of Education effective July 1, 2001, and found in the Idaho Standards for Initial Certification of Professional School Personnel manual.

During the 2012-2013 academic year, there were no state team reports from teacher preparation program reviews to be considered for approval by the Commission.

8. The Commission authorized Commission staff to buy/replace/repair recording system components for a reasonable cost in order to meet Commission needs.
9. The Commission Professional Development Committee awarded 58 grants for a total of \$22,442 to fund professional development opportunities for educators in the State of Idaho. The grant money was used for team collaboration, student and community activities, conferences, courses, and tours.
10. The Commission approved the revised Professional-Technical Education: Foundation and Enhancement Standards and Endorsements; Bilingual/English as a New Language Standards and Endorsement; World Language (Foreign Language) Standards and Endorsement; and the Core Teacher Standards.
11. The Commission approved the Teacher Leader Standards and also the amendments of the Consulting Teacher Endorsement, which will now reflect the Teacher Leader Standards.
12. The Commission funded the participation of a Commission staff member, a deputy attorney general, and a Commission ethics investigator in the 2012 National Association of State Directors of Teacher Education and Certification (NASDTEC) Professional Practices Institute (PPI).
13. The Commission, through its Executive Committee, opted to now include the letter of reprimand and stipulation in an ethics case in an individual's certification file, as well as in the individual's Commission ethics case file.
14. The Commission funded the participation of Commission members and staff alike in various Commission-related meetings and conferences during the course of the 2012-2013 school year.
15. The Commission approved the Standards Committee's recommendation to adopt Praxis test #0022 Early Childhood: Content Knowledge in place of test #0021 Education of Young Children.

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16. The Commission conditionally approved the proposed Online Teacher Endorsement program at Idaho State University.
17. The Commission funded the participation of an ethics case investigator in a NASDTEC PPI planning meeting for the 2013 PPI to be held in Boise, Idaho.
18. Through its Executive Committee, the Commission added clarifying language regarding the use of Programmed Logic for Automatic Teaching Operations (PLATO) to the Department of Education technical assistance PowerPoint sent to all district/charter administrators and which is posted on the Idaho System for Educational Excellence (ISEE) website. The language emphasized that PLATO is a form of curriculum and must be facilitated by a teacher of record who is appropriately certified for the assignment.
19. The Commission cancelled its January 2013 meeting in lieu of uncertainties regarding business that could be accomplished.
20. The Commission approved revisions to the Code of Ethics for Idaho Professional Educators. Those revisions will become effective in the spring of 2014.
21. The Commission approved the Hampton Inn in downtown Boise as the lodging site for out-of-town Commission members for the 2013-2014 academic year.
22. Commission and State Board of Education staff members collaborated to streamline and standardize the approval process for higher education proposed programs. In this way, Commission and Council on Academic Affairs and Programs (CAAP) recommendations will go to the State Board simultaneously for approval consideration.
23. The Commission conditionally approved Boise State University's newly proposed Education Specialist (Ed.S.) in Executive Educational Leadership contingent upon clarification being made that only candidates meeting all established Idaho Administrator Certificate and endorsement requirements as delineated in IDAPA 08.02.02.026.02 will be recommended for the Idaho Superintendent endorsement.
24. The Commission approved the Executive Committee's recommendation to begin reporting letters of reprimand in ethics cases to the NASDTEC Clearinghouse.
25. The Commission approved the Executive Committee's recommendation that the Commission begin sending "case closed" letters, including the fact that a public records request can be made to the Department of Education, to the complainant after the Commission has taken formal disciplinary action in an ethics case.

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26. The Commission requested/received an opinion from the Office of the Attorney General stating that the Commission does not have explicit authority to distribute professional development grant funds to educators.
27. The Commission approved the Executive Committee's recommendation to conduct a Commission ethics hearing panel chair training in August of 2013.
28. The Commission paid \$20,984 for contracted investigative services during the 2012-2013 school year.
29. A team of school administrator representatives met and aligned the administrator evaluation standards and the language from the administrator evaluation rubric to the most current Interstate School Leaders Licensure Consortium (ISLLC) Standards and the most current Council of Chief State School Officers (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC) Standards and then reviewed/revised the Idaho Foundation Standards for School Administrators, School Superintendents, and Special Education Directors.
30. Commission staff conducted four ethics hearings during the 2012-2013 academic year.
31. The Commission approved proposed revisions to the standards and endorsements for English Language Arts; Reading; Gifted and Talented Education; Library Science; and School Administrators: Superintendents and Special Education Directors.
32. The Commission accepted the following as a definition of the term "professional practice": *Professional Practice. Any conduct performed by a certificated individual related to, or in furtherance of, the individual's employment responsibilities to an educational institution.* This definition will appear in the Code of Ethics for Idaho Professional Educators.
33. The Commission authorized Commission staff to research and purchase cost effective, quality recording equipment that meets Commission needs.
34. The Commission funded the participation of two Commission staff members in the annual National Association of State Directors of Teacher Education and Certification (NASDTEC) Conference and one Commission staff member in the Council for the Accreditation of Educator Preparation (CAEP) Spring Conference.
35. An Educational Testing Service (ETS)-sponsored Praxis #5195 Spanish (World Language) Test Score Review was conducted for the purposes of validating the authenticity of the test questions and cut score along with assuring an appropriate alignment with the Idaho Standards for Foreign Language teachers. All initial concern that the cut score may have been set too high was absolved

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with the committee of Idaho Spanish Language Education experts vying for a higher recommended cut score in the future.

- 36.** The proposed rule change for the current Director of Special Education endorsement, which requires a minimum of three years of classroom experience working with special needs populations in order to qualify for the endorsement, was retracted from the rule-making process because of the receipt of various public comments in opposition to the change.
- 37.** The Commission was provided a presentation on how the Albertson Foundation is supporting a partnership between the University of Idaho and Northwest Nazarene University to advance the use of educational technology in the classroom.
- 38.** Commission committees provided year-end summaries of their activities during the school year. The summaries will eventually be compiled in a for-information-only report for the State Board of Education.
- 39.** In a ballot election for 2013-2014 Commission officers, Dan Sakota was elected chair, and Esther Henry was elected vice-chair.
- 40.** Commission staff made a faculty training visit to Lewis-Clark State College to help Education Division staff prepare for their program approval full visit in the fall of 2013.
- 41.** A standards review team reviewed the School Nurse standards and determined that revision was unnecessary, since there are no specific school nursing programs available to be approved by the Commission/no individuals to adhere to the standards. Additionally, the endorsement requires school nurses to first be licensed through the Idaho State Board of Nursing, over which the Commission has no jurisdiction. The standards, therefore, are moot.

**Appendix A: 2012-13 Professional Development Grants**

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**2012-13 Fall Professional Development Grants Awarded**

<b>Applicant_Name</b>	<b>School_Name</b>	<b>district</b>	<b>Amount_Requested</b>
Theresa Jensen	Amity Elementary	1	500.00
Melissa Getto	Amity Elementary	1	500.00
Marita Diffenbaugh	Star Elementary	2	500.00
Jennifer Willis	Lake Hazel Middle School	2	500.00
Kimberly Miller	Star Elementary	2	500.00
Maegan Lathrop	Prospect Elementary	2	500.00
Jason Leforgee	Eagle Hills Elementary	2	500.00
C. Sara Ingles	Prospect Elementary	2	500.00
Tracy Poff	Mountain View High School	2	500.00
Kim Zeydel	Meridian Academy	2	500.00
Jamie Dobson	Eliza Hart Spalding Elementary	2	480.00
Bernadette Keefe-Sexton	Joint School District No. 2	2	500.00
Corlyss J Peterson	Pioneer School of the Arts	2	500.00
Lora Heather Bond	Lake Hazel Elementary	2	500.00
Barbara Whitman	Sawtooth Middle School	2	500.00
William A. Swartley	Rocky Mountain High School	2	120.00
Micah Doramus	Eagle Middle School	2	500.00
Brooke Patterson	Eagle Middle School	2	229.00
Marcy Pishl	Eagle Middle	2	229.00
Meghan Raney	Seven Oaks Elementary	2	500.00
Dale Walker	Bonneville High School	93	500.00
Raya Steele	Mountain Valley El.	93	400.00
Dale Johnson	Woodland Middle School	271	500.00
Melanie Gillette	Mullan Trail Elementary	273	500.00
Marla Winter	Seltice Elementary	273	225.00
Sara Lewis	Mullan Trail	273	225.00
Tia Van Brunt	Seltice Elementary	273	225.00
Joel Williams	Fruitland High School	373	500.00
Jennifer Finlay	Pinehurst Elementary	391	291.50
Lisa Margason	Pinehurst Elementary	391	289.50
Wade Wilson	PIONEER PRIM SCH	431	500.00
Mark Boothby	Vision Charter School	463	500.00
			<b>\$13,714.00</b>

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**2012-13 Spring Professional Development Grants Awarded**

<b>Applicant_Name</b>	<b>district</b>	<b>Amount_Requested</b>
Molly Smith	002	\$500.00
Jane Jablonski	002	\$400.00
Anthony B Hilde	002	\$500.00
Adam Collins	002	\$500.00
Stacie Knight	002	\$500.00
Debra C. Line	002	
Chris Haener	002	\$500.00
Rob Lamb	002	\$500.00
Shelly Leftwich	002	\$500.00
Treasea Pecchenino	002	\$500.00
Jennifer Walt	002	\$500.00
Anne (LouAnne) Moresco	002	\$500.00
P. Sue ORorke	002	\$500.00
Lynn G. Fouts	002	\$460.00
	<b>002 Total</b>	<b>\$6,360.00</b>
Jaclyn Bearden	<b>084 Total</b>	<b>\$500.00</b>
Maren McGrane	132	
Gary Johnson	132	
Erica Delgado	132	\$350.00
Vickie Becvar	132	\$500.00
Kami Campbell	132	\$500.00
Jacqueline Conner	132	\$475.00
	<b>132 Total</b>	<b>\$1,825.00</b>
Katie Crawford	<b>193 Total</b>	<b>\$500.00</b>
Nickie Wilson	271	\$143.00
Theresa Moran	271	\$400.00
	<b>271 Total</b>	<b>\$543.00</b>
Andy Wiseman	<b>417 Total</b>	<b>\$500.00</b>
	<b>Total Grants</b>	<b>\$10,228.00</b>

**Appendix B: Authorizations Committee Year-End Report**

# Alternative Authorizations 2012-2013

Total Authorizations	Provisional Authorization	Alternative Authorization - Teacher to New Certificate	Alternative Authorization - Content Specialist	Computer Based Alternate Route - ABCTE
<b>2012-2013</b>	<b>106</b>	<b>255</b>	<b>34</b>	<b>122</b>
2011-2012	91	174	16	80
2010-2011	66	211	19	119
2009-2010	113	249	1	116

Year	Number of approvals	Total Certificated Statewide	Percent of Educators Working with an Alternative Authorization
<b>2012-2013</b>	<b>517</b>	<b>19,220</b>	2.69%
2011-2012	361	<b>18,897</b>	1.91%
2010-2011	415	17,313	2.40%
2009-2010	479	17,648	2.71%

**Appendix C: Fiscal Year 2013 Budget Expenditures**

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PSC Revenue/Expense details FY 2013													Index Code 2003			(Budget: Proposed 4-8-2011)		
	Jul 12	Aug 12	Sept 12	Oct 12	Nov 12	Dec 12	Jan 13	Feb 13	Mar 13	Apr 13	May 13	June 13						
Revenue (actual)	\$55,790	\$62,145	\$25,282	\$6,378	\$412	\$513	\$12,549	\$55,429	\$24,703	\$24,046	\$38,177	\$52,049	\$357,473	\$0				
Estimated Cash balance 7/1/2012													\$245,061					
Cash needed to balance FY2013													\$93,720					
Estimated Cash balance 6/30/2013													\$151,341					
													Actual FY13	Est. Budget Total	% Remain of budget			
<b>PERSONNEL</b>																		
4101																		
4201	Salaries, benefits	\$16,487	\$25,980	\$17,302	\$17,772	\$16,388	\$18,882	\$17,542	\$18,059	\$26,652	\$18,311	\$20,672	\$20,624	\$234,671	\$200,000	-17.34%		
<b>OPERATING</b>																		
5961	<b>PSC-Commission Work</b>																	
5990	PSC Mtg Travel/meals	\$36	\$5,212	\$441	\$5,496	\$48	\$2,876	\$1,656		\$5,087	\$100	\$4,526	\$25,479	\$39,000	34.67%			
	Public relations/hearings												\$0	\$1,000	100.00%			
5990	Commission Prof Dev & Training												\$0	\$6,500	100.00%			
5982	Governmental Overhead												\$0	\$13,000	100.00%			
5166	Legal Services												\$0	\$0	0.00%			
	<b>Committee Work</b>																	
	Leadership Team												\$0	\$700	100.00%			
	Strategic Planning												\$0	\$0				
	SBOE Meetings												\$0	\$500				
5035	Exec. - Printing (brochure/poster)												\$0	\$0	#DIV/0!			
	Investigations/hearings/training	\$1,564	\$229	\$44						\$1,825	\$1,365	\$824	\$5,851	\$8,000	26.86%			
	Contract investigative services			\$3,713		\$1,313	\$2,250	\$4,012		\$3,573	\$3,450	\$2,674	\$20,984	\$39,000	46.20%			
	NASDTEC Professional Pract.		\$2,103		\$1,991	\$264							\$4,358	\$10,000	56.42%			
	NASDTEC Dues									\$4,000			\$4,000	\$4,000	0.00%			
5035	Authorizations												\$0	\$500	100.00%			
	Alternate Routes												\$0	\$0	#DIV/0!			
	Teacher Licensure/Comp												\$0	\$0	0.00%			
5035	Standards												\$0	\$300	100.00%			
	Standards Maintenance					\$3,493	\$4,768	\$2,891	\$751		\$2,869	\$482	\$15,255	\$10,850	-40.60%			
	Praxis				\$2,715								\$2,715	\$2,500	-8.59%			
	Prep Program Review Re-write									\$20			\$20	\$8,435	0.00%			
	Prep Program Review & Focus visits (PPR) & Training	\$432		\$228				\$282	\$426.60	\$11,890	\$140		\$13,399	\$10,500	-27.61%			
5135	NCATE Representation dues	\$3,787											\$3,787	\$4,085	7.29%			
5035	Prof Development Committee												\$0	\$300	100.00%			
	Prof Development Fund					-\$500	\$13,714	-\$500	\$9,728				\$22,442	\$50,000	55.12%			
5001	Communication	\$140	\$129	\$162	\$80	\$160	\$177	\$89	\$79	\$189	\$174	\$339	\$257	\$1,975	\$4,000	50.63%		
5051	Employee Development												\$0	\$750	100.00%			
5170	Prof. Services-Consultant												\$0	\$2,000	100.00%			
5201	Repairs and Maintenance Svcs.& supplies												\$0	\$1,300	100.00%			
5251	Admin. services	\$200		\$127	\$300		\$150	\$125			\$75		\$977	\$2,300	57.53%			
5301	Computer services												\$0	\$500	100.00%			
5351	Employee Travel Costs					-\$114	-\$234	\$6	\$90	\$2,230	\$351	\$1,834	\$4,164	\$7,500	44.48%			
5401	Admin. Supplies (Office supplies)	\$106	\$270	\$264	\$228	\$230	\$131	\$146	\$202	\$111	\$146	\$221	\$2,192	\$2,500	12.34%			
5551	Computer Supplies		\$275										\$275	\$1,000	72.50%			
5751	Insurance			\$232									\$232	\$700	66.79%			
5901	Rentals & operating leases			\$2,297				\$2,461					\$4,758	\$5,500	13.49%			
	Payroll/Accounting			\$1,073									\$1,073	\$1,400	23.39%			
<b>CAPITAL</b>																		
6401	Computer equipment				\$643								\$643	\$1,000	35.69%			
6701	Office equipment												\$0	\$600	100.00%			
<b>TOTALS</b>		\$22,753	\$34,197	\$25,881	\$29,225	\$17,789	\$41,291	\$28,369	\$23,599	\$28,220	\$56,984	\$29,583	\$31,357	\$369,248	\$440,220	16.12%		
<b>Revenue less expenses</b>		\$33,037	\$27,947	(\$599)	(\$22,847)	(\$17,376)	(\$40,778)	(\$15,820)	\$31,830	(\$3,518)	(\$32,938)	\$8,594	\$20,692	(\$11,776)				
Surplus Expenses ???																		
FY 2013 Allocations																		
Personnel:																		
Operating:																		

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**STATE DEPARTMENT OF EDUCATION  
FEBRUARY 27, 2014**

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**SUBJECT**

University of Idaho – Idaho State Program Approval Review Team Report and the National Council for the Accreditation of Teacher Education (NCATE) Accreditation Report

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 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 purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at the University of Idaho meet state standards for beginning teachers. The review was conducted by a sixteen-member state program approval team accompanied by two state observers.

The standards used to validate the Institutional Report were the State Board of Education – approved Idaho Standards for the Initial Certification of Professional School Personnel. State Board approved knowledge and performance indicators as well as rubrics were used to assist team members in determining how well standards are being met.

Core standards as well as individual program enhancement standards were reviewed. Only foundational and enhancement standards are subject to approval. Core standards are not subject to approval, since they permeate all programs but are not in themselves a program. Team members looked for a minimum of three applicable pieces of evidence to validate each standard, including but not limited to: course syllabi, minutes of relevant scheduled meetings, candidate evaluations and letters of support, additional evaluations both formal and informal, blog posts, comments, advising checklists, class assignments and reports, Praxis II test results, as well as partial and completed education Teacher Performance Assessments (edTPA). In addition to this documentation, team members conducted interviews with candidates, completers, university administrators, university faculty, PreK-12 principals and cooperating teachers.

A written state team report was submitted to the unit, which has the opportunity to submit a rejoinder regarding any factual item in the report or identify any area that might have been overlooked by the team. No rejoinder was submitted.

During the January 24, 2014 meeting, the Professional Standards Commission (PSC) voted to approve the state team report and recommends to the State Board approval of the following programs: Elementary Education, Early Childhood/Special Education Blended, Special Education, English Language Arts, Mathematics, Social Studies (Foundation Standards), Economics, Geography, Government/Civics, History, Science (Foundation Standards), Biology, Chemistry, Earth and Space Science, Physics, Modern Languages,

**STATE DEPARTMENT OF EDUCATION  
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Visual/Performing Arts (Foundation Standards), Visual Arts, Music Approved – Target, Physical Education Approved – Target, Health Education, Professional Technical (Foundation Standards), Agricultural Science and Technology, Business Technology, Technology Education, Marketing Education, Administration (Foundation Standards), School Superintendent, and Special Education Director.

Two programs, Gifted and Talented Education and Library Media Specialist, are recommended for conditional approval due to low program enrollment providing for minimal evidence. The conditionally approved programs will undergo focused visits within three years to determine if the conditions have been met and if the program is eligible for approval.

The Reading/Literacy program is not being recommended for approval due to insufficient evidence that Idaho Standards are being met through the program. The University plans to discontinue enrollment in the current program and will realign their Reading/Literacy program to better meet the required standards and then submit a New Program Proposal to the PSC for approval in the future.

**IMPACT**

In order to maintain their state approved status and produce graduates eligible for Idaho teacher certification, the University of Idaho must offer a teacher preparation program adequately aligned to both NCATE and State Standards.

**ATTACHMENTS**

Attachment 1 – State Program Approval Review Team Report with NCATE Accreditation Report	Page 5
Attachment 2 – NCATE Accreditation Letter	Page 203

**BOARD ACTION**

I move to accept the State Team Report, thereby granting program approval of Elementary Education, Early Childhood/Special Education Blended, Special Education, English Language Arts, Mathematics Social Studies (Foundation Standards), Economics, Geography, Government/Civics, History, Science (Foundation Standards), Biology, Chemistry, Earth and Space Science, Physics, Modern Languages, Visual/Performing Arts (Foundation Standards), Visual Arts, Music Approved – Target, Physical Education Approved – Target, Health Education, Professional Technical (Foundation Standards), Agricultural Science and Technology, Business Technology, Technology Education, Marketing Education, Administration (Foundation Standards), School Superintendent, and Special Education Director at the University of Idaho as teacher certification programs.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**STATE DEPARTMENT OF EDUCATION  
FEBRUARY 27, 2014**

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I move to accept the State Team Report, thereby granting conditional approval of the Gifted and Talented Education and Library Media Specialist programs at the University of Idaho for teacher certification.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to accept the State Team Report, thereby not approving the Reading/Literacy program at the University of Idaho for teacher certification.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**STATE TEAM REPORT  
UNIVERSITY OF IDAHO  
April 6-9, 2013**

**ON-SITE STATE TEAM:**

Stacey Jensen, Chair

Amy Cox

Ken Cox

Shannon Dunstan

Jayne Heath-Wilmarth

Susy Hufford

Brenda Jacobsen

Janel Johnson

Rick Jordan

Paula Kellerer

Micah Lauer

Barb Oldenburg

Brad Patzer

Taylor Raney

Chris Stoker

Cliff Swanson

---

Professional Standards Commission

Idaho State Board of Education

**STATE OBSERVERS:**

Christina Linder

Katie Rhodenbaugh

## **INTRODUCTION**

The University was created in 1889 by a statute of the 15th territorial legislature. Commonly known as the university charter, that act became part of the state constitution when Idaho was admitted to the Union in 1890. The University of Idaho is a publicly supported, comprehensive land-grant institution with principal responsibility in Idaho for performing research and granting the Doctor of Philosophy degree. The University of Idaho is the State of Idaho's oldest public university, with the main campus located in Moscow, Idaho, and additional centers located throughout the state, including Boise, Coeur d'Alene, and Idaho Falls. The University also has research and extension offices statewide.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at University of Idaho meet state standards for beginning teachers. The review was conducted by a sixteen-member state program approval team accompanied by two state observers.

The standards used to validate the Institutional Report were the State Board of Education–approved Idaho Standards for the Initial Certification of Professional School Personnel. State Board–approved knowledge and performance indicators as well as rubrics were used to assist team members in determining how well standards are being met.

Core standards as well as individual program enhancement standards were reviewed. Only foundational and enhancement standards are subject to approval. Core standards are not subject to approval, since they permeate all programs but are not in themselves a program.

Team members looked for a minimum of three applicable pieces of evidence to validate each standard, including but not limited to: course syllabi, minutes of relevant scheduled meetings, candidate evaluations and letters of support, additional evaluations both formal and informal, blog posts and comments, advising checklists, class assignments and reports, Praxis II test results, as well as partial and completed education Teacher Performance Assessments (edTPA). In addition to this documentation, team members conducted interviews with candidates, completers, university administrators, university faculty, PreK-12 principals and cooperating teachers.

A written state team report will be submitted to the unit, which has the opportunity to submit a rejoinder regarding any factual item in the report or identify any area that might have been overlooked by the team. The final report, the rejoinder and the final NCATE report will be submitted to the Professional Standards Commission (PSC) for review and approval. Upon approval by the PSC, the report will be submitted to the State Board of Education for final approval. Final approval by the State Board will entitle the unit dean, or designee, to submit an institutional recommendation to the State Department of Education/Certification and Professional Standards noting that the candidate graduating from the approved program is eligible to receive pertinent state certification.

**STATE DEPARTMENT OF EDUCATION  
FEBRUARY 27, 2014**

University of Idaho

Review Dates: April 6-9, 2013

To assist the reader, the report includes language recommended by the National Council for the Accreditation of Teacher Education, a national accrediting agency. Specifically, to assist the reader, the terms below are used throughout the report as defined below:

*Candidate* – a student enrolled at the University of Idaho, Moscow, ID.

*Student* – an individual enrolled in an Idaho PreK-12 public school

*Unit* – the institution's teacher preparation program

*NCATE* – National Council for the Accreditation of Teacher Education

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**PROGRAM RECOMMENDATIONS**

PROGRAM	RECOMMENDATION
Core Standards	Core standards are reviewed but are not subject to approval.
Elementary Education	Approved
Early Childhood/Special Education Blended	Approved
Special Education	Approved
English Language Arts	Approved
Reading	Not Approved
Mathematics	Approved
Social Studies (Foundation Standards)	Foundation standards are reviewed but are not subject to approval.
Economics	Approved
Geography	Approved
Government/Civics	Approved
History	Approved
Science (Foundation Standards)	Foundation standards are reviewed but are not subject to approval.
Biology	Approved
Chemistry	Approved
Earth and Space Science	Approved
Physics	Approved
Modern Languages	Approved
Visual/Performing Arts (Foundation Standards)	Foundation standards are reviewed but are not subject to approval.
Visual Arts	Approved
Music	Approved - Target
Physical Education	Approved - Target

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University of Idaho

Review Dates: April 6-9, 2013

Health Education	Approved
Professional Technical (Foundation Standards)	Foundation standards are reviewed but are not subject to approval.
Agricultural Science and Technology	Approved
Business Technology	Approved
Technology Education	Approved
Marketing Education	Approved
Administration (Foundation Standards)	Foundation standards are reviewed but are not subject to approval.
School Superintendent	Approved
Special Education Director	Approved
Gifted and Talented Education	Approved Conditionally
Library Media Specialist	Approved Conditionally

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

**TEAM FINDINGS**

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

**Idaho Core Teacher Standards**

State Program Approval Rubric for Teacher Preparation Programs

**Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

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

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

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

***Knowledge***

- 1. The teacher understands the Idaho Student Achievement Standards in his/her discipline(s).*
- 2. The teacher understands the role of the discipline in preparing students for the global community of the future.*
- 3. The teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline taught.*
- 4. The teacher understands the relationship of disciplinary knowledge to other subject areas and to real-life situations.*
- 5. The teacher understands the relationship between the discipline and basic technology operations and concepts.*

Element	Unacceptable	Acceptable	Target
<i>1.1 Knowledge Understanding Subject Matter</i>		<b>X</b>	

**1.1** The program provides evidence that teacher candidates demonstrate adequate knowledge of the content that they plan to teach and understand the ways new knowledge in the content area is discovered. All candidates that are recommended for certification meet the qualifying scores on Idaho State Board-required academic examination(s). On Praxis II scores, University of Idaho candidate medians exceed national medians in many areas including elementary content and PLT, music, chemistry, PE and social studies. EdTPA mean scores are comparable with national means as well except in Secondary English and Secondary Math where they seem to be lower. Interviews with cooperating teachers and candidates, perusal of student files and transcripts, and EdTPA samples provide evidence that teacher candidates demonstrate knowledge and understanding of several content areas. There are several documented GPA waivers for entrance into the teacher education program as well as waivers for student teaching semesters which raise some concerns.

***Performance***

1. *The teacher utilizes the Idaho Student Achievement Standards to identify appropriate content.*
2. *The teacher presents information that is accurate and relevant.*
3. *The teacher effectively links discipline concepts to students' prior learning and makes connections to everyday life and the global community.*
4. *The teacher presents differing viewpoints, theories, ways of knowing, and methods of inquiry in his or her teaching of subject matter.*
5. *The teacher evaluates teaching resources and curriculum materials for their accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts.*
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.*
7. *The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives.*
8. *The teacher creates and implements interdisciplinary learning opportunities that allow students to integrate knowledge, skills, and methods of inquiry.*
9. *The teacher integrates content representing a diversity of cultures, ethnic backgrounds, family lifestyles, and disabilities.*
10. *The teacher models new technologies and integrates them into instruction.*

Element	Unacceptable	Acceptable	Target
<i>1.2 Performance Making Subject Matter Meaningful</i>		<b>X</b>	

**1.2** Interviews of candidates and university supervisors, analyzing some candidate lesson plans and edTPA materials, and observation evaluations provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect efforts to make content meaningful for students.

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

***Knowledge***

- 1. The teacher understands multiple perspectives on how learning occurs.*
- 2. The teacher understands that students' physical, social, emotional, moral, and cognitive development influence learning and instructional decisions.*
- 3. The teacher knows progressions and ranges of individual variation within physical, social, emotional, moral, and intellectual development and their interrelationships.*
- 4. The teacher understands how students' conceptual frameworks and misconceptions regarding an area of knowledge can influence their learning.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>2.1 Knowledge- Understanding Human Development and Learning</i>		<b>X</b>	

**2.1** The program provides evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop. EdTPA assessment data, lesson plans and candidate interviews provided evidence that candidates are aware of and plan for developmental needs of students.

***Performance***

- 1. The teacher assesses individual and group performance in order to design instruction that meets all students' needs.*
- 2. The teacher stimulates student reflection and teaches students to evaluate and be responsible for their own learning.*
- 3. The teacher identifies levels of readiness in learning and designs lessons that are developmentally appropriate.*
- 4. The teacher creates a positive learning environment that supports students' self-confidence and competence across all developmental areas.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>2.2 Performance Provide Opportunities for Development</i>		<b>X</b>	

**2.2** Lesson plans, EdTPA reflections and interviews with cooperating teachers provide evidence that teacher candidates provide opportunities to support students' developmental stages and growth.

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

**Knowledge**

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.
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).
3. The teacher knows strategies to support the learning of students whose first 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.

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

**3.1** The program provides evidence that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning. Course sequences including courses on exceptional children and cultural diversity. The program provides opportunities for students to experience diverse educational settings.

**Performance**

1. The teacher identifies and designs instruction appropriate to students' stages of development, strengths, needs, and cultural backgrounds.
2. The teacher makes modifications to lessons for individual students who have particular learning differences or needs.
3. The teacher accesses appropriate services or resources to meet students' needs.
4. The teacher uses information about students' families, cultures, and 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.

Element	Unacceptable	Acceptable	Target
3.2 Performance <i>Modifying Instruction for Individual Learning Needs</i>		<b>X</b>	

**3.2** Interviews with cooperating teachers and candidates as well as review of lesson plans and EdTPA assessment reflection provide evidence that teacher candidates modify instructional opportunities to support students with diverse needs.

**Standard 4: - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.**

**Knowledge**

1. The teacher understands how instructional strategies impact processes associated with various kinds of learning.
2. 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).
3. The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge <i>Understanding of multiple instructional strategies</i>		<b>X</b>	

**4.1** Interviews with cooperating teachers and candidates, and candidate lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of instructional strategies.

**Performance**

1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.
2. The teacher uses multiple teaching and learning strategies to engage students in learning.
3. 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 books, literature, and other print documents).

Element	Unacceptable	Acceptable	Target
<i>4.2 Performance Application of multiple instructional strategies</i>		<b>X</b>	

**4.2** The program provides evidence that teacher candidates use a variety of instructional strategies. Candidates shared a variety of instructional strategies that they felt comfortable using as they taught lessons.

***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.***

***Knowledge***

- 1. The teacher understands the principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning).*
- 2. The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior.*
- 3. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.*
- 4. The teacher knows the components of an effective classroom management plan.*
- 5. The teacher understands how social groups function and influence individuals, and how individuals influence groups.*
- 6. The teacher understands how participation, structure, and leadership promote democratic values in the classroom.*
- 7. The teacher understands the relationship between classroom management, school district policies, and building rules and procedures governing student behavior.*

Element	Unacceptable	Acceptable	Target
<i>5.1 Knowledge Understanding of Classroom Motivation and Management Skills</i>		<b>X</b>	

**5.1** Review of several course syllabi, interviews with cooperating teachers and interviews with candidates indicate that teacher candidates demonstrate a basic understanding of the principles of motivation and management for safe and productive student behavior. Candidates indicate a desire to know more about classroom management and suggest a specific class that addresses classroom management.

***Performance***

1. *The teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school as a whole.*
2. *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.*
3. *The teacher utilizes a classroom management plan consistent with school district policies and building rules and procedures governing student behavior.*
4. *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.*
5. *The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.*
6. *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).*
7. *The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
5.2 Performance <i>Creating, Managing, and Modifying for Safe and Positive Learning Environments</i>		<b>X</b>	

**5.2** Candidate interviews indicate that they are aware of principles that can be used to create, manage, and modify learning environments to ensure they are safe and productive. Cooperating teacher interviews reveal that candidates adapt to classroom discipline plans.

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

***Knowledge***

1. *The teacher understands communication theory and the role of language in learning.*
2. *The teacher understands the communication needs of diverse learners.*
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.*
4. *The teacher understands strategies for promoting student communication skills.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
6.1 Knowledge <i>Communication Skills</i>		<b>X</b>	

**6.1** The program provides evidence that most teacher candidates demonstrate an adequate ability to model and use communication skills appropriate to professional settings. However, there are several candidate artifacts that reflect poor grammatical choices and poor spelling habits. Interviews with cooperating teachers indicate that some candidates do yet demonstrate consistent quality in written communication. They report accurate verbal articulation.

***Performance***

- 1. The teacher is a thoughtful and responsive listener.*
- 2. The teacher adjusts communication so that it is age and individually appropriate.*
- 3. The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking.*
- 4. The teacher supports and expands student skills in speaking, writing, reading, and 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.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
6.2 Performance <i>Application of Communication Skills</i>		<b>X</b>	

**6.2** The program provides evidence that teacher candidates create learning experiences that promote student learning and communication skills. Lesson evaluation forms comment in these areas.

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

***Knowledge***

- 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.*
- 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.*
- 3. The teacher knows when and how to adjust plans to maximize student learning.*
- 4. The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning.*

Element	Unacceptable	Acceptable	Target
<i>7.1 Knowledge Instructional Planning Skills</i>		<b>X</b>	

**7.1** Review of candidate lesson plans, unit plans, scope and sequence assignment, interviews with candidates and cooperating teachers indicate that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals.

***Performance***

- 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.*
- 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.*
- 3. The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student 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.*

Element	Unacceptable	Acceptable	Target
<i>7.2 Performance Instructional Planning</i>		<b>X</b>	

**7.2** The program provides evidence that teacher candidates plan and prepare instruction based upon consideration of subject matter, students, the community, and curriculum goals. Candidate interviews indicate that candidates prepare instruction aligned with common core standards. Candidates express a need to create lesson plans using backwards design (understanding the needs of students first) instead of creating plans in isolation and without knowledge of student needs. They expressed a need to practice more unit planning as well.

***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 teaching effectiveness.***

**Knowledge**

1. The teacher understands the purposes of formative and summative assessment and evaluation.
2. The teacher knows how to use multiple strategies to assess individual student progress.
3. The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies.
4. The teacher knows how to use assessments in designing and modifying instruction.
5. 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).
6. The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.
7. The teacher knows how to communicate assessment information and results to students, parents, colleagues, and others.
8. The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		<b>X</b>	

**8.1** The program provides evidence that teacher candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. The EdTPA assessment reflection and candidate interviews from candidates currently taking EDCI466 indicate the ability to discuss and demonstrate use of assessment to inform instruction.

**Performance**

1. 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.
2. The teacher uses multiple assessment strategies to measure students' current level of performance in relation to curriculum goals and objectives.
3. The teacher evaluates the effect of instruction on individuals and the class as a whole using a variety of assessment strategies.
4. 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.
5. The teacher monitors student assessment data and adjusts instruction accordingly.
6. The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and others.
7. The teacher utilizes technology to facilitate a variety of effective assessment and evaluation strategies.

Element	Unacceptable	Acceptable	Target
<i>8.2 Performance Using and Interpreting Program and Student Assessment Strategies</i>		<b>X</b>	

**8.2** Candidates participate in data analysis at their cooperating schools. Candidate participation in EdTPA has strengthened abilities to reflect on assessment. Candidates are able to verbalize assessment strategies. The program provides evidence that teacher candidates use and interpret formal and informal assessment strategies to evaluate and advance student performance and determine teaching effectiveness.

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

***Knowledge***

- 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.*
- 5. The teacher understands the need for professional activity and collaboration beyond the school.*
- 6. The teacher knows about professional organizations within education and his or her discipline.*
- 7. The teacher understands the dynamics of change and recognizes that the field of education is not static.*
- 8. The teacher knows how to use technology to enhance productivity and professionalism.*

Element	Unacceptable	Acceptable	Target
<i>9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners</i>		<b>X</b>	

**9.1** The program provides evidence that teacher candidates demonstrate an adequate ability to be reflective practitioners who are committed to their profession through consistent completion of reflection journals, successful participation in EdTPA, and conversations with cooperating teachers and university faculty.

***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 means of improving instruction.*
5. *The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.*
6. *The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.*
7. *The teacher engages in professional discourse about subject matter knowledge and pedagogy.*
8. *The teacher uses technology to enhance productivity and professionalism.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>9.2 Performance Developing in the Art and science of Teaching</i>		<b>X</b>	

**9.2.** The program provides evidence that teacher candidates display an adequate ability to engage in purposeful mastery of the art and science of teaching. Candidates can clearly articulate their desires to continue to improve their teaching abilities.

***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.***

***Knowledge***

1. *The teacher understands the relationships between schools, families, and the community and how such relationships foster student learning.*
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.*
3. *The teacher knows that factors other than the formal education system (e.g., socioeconomic status, culture, and family) influence students' lives and learning.*
4. *The teacher knows how to plan for the effective use of professionals, paraprofessionals, volunteers, and peer tutors.*
5. *The teacher understands laws related to students' rights and teachers' responsibilities.*
6. *The teacher knows how to respond respectfully to a parent, community members, or another educator in conflict situations.*
7. *The teacher understands the importance of interacting in a professional manner in curricular and extracurricular settings.*
8. *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.*
9. *The teacher understands the social, ethical, legal, and human issues surrounding the use of technology in schools.*

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

**10.1** The program provides evidence that teacher candidates understand how to professionally and effectively collaborate with colleagues, parents, and other members of the community to support students' learning and well-being. Examples include service learning projects, candidate interviews sharing examples of newsletters and other communication with parents. The conceptual framework includes this component and the disposition evaluation gives evidence of this for each candidate.

***Performance***

- 1. The teacher uses information about students and links with community resources to meet student needs.*
- 2. The teacher actively seeks to develop productive, cooperative, and collaborative partnerships with parents/guardians in support of student learning and well-being.*
- 3. The teacher effectively uses professionals, paraprofessionals, volunteers, and peer tutors to promote student learning.*
- 4. The teacher respects the privacy of students and the confidentiality of information.*
- 5. The teacher works with colleagues, other professionals, parents, and volunteers to improve the overall school learning environment for students.*
- 6. The teacher develops rapport with students (e.g., talks with and listens to students and is sensitive and responsive to clues of distress).*
- 7. The teacher acts as an advocate for students.*
- 8. The teacher applies an understanding of the social, ethical, legal, and human issues surrounding the use of technology in schools.*

Element	Unacceptable	Acceptable	Target
<i>10.2 Performance Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships</i>		<b>X</b>	

**10.2** The program provides evidence that teacher candidates interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

**Idaho Standards for Elementary Education Teachers**

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

***Knowledge***

- 1. 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.*
- 2. 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.*
- 3. 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.*
- 4. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and 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.*
- 5. 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.*
- 6. 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.*
- 7. 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.*
- 8. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.*
- 9. 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.*
- 10. 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.*

Element	Unacceptable	Acceptable	Target
<i>1.1 Knowledge: Understanding Subject Matter and structure of the discipline</i>		<b>X</b>	

**1.1** The program provides evidence that candidates have adequate knowledge of elementary subject content and understand the importance of integrated curriculum. Interviews with principals, cooperating teachers and candidates indicate that candidates are prepared in the elementary subject content. Praxis II PLT and Elementary Content median scores exceed the state cut scores and the national medians. Ed TPA pilot results show a relative strength in elementary mathematics mean scores with the exception of academic language. Mean scores for Elementary literacy edTPA scores, while below the national average, are not significantly below. The university has transitioned to include ICLA outcomes within course content (EDCI320 and EDCI466). Students entering their student teaching experience must demonstrate this competency before they enter their placement.

Review of course syllabi and course sequences indicate that several courses in the general education requirements build candidate knowledge in several key areas (social studies, language arts, science and mathematics). Candidate artifacts and cooperating teacher interviews indicate that there are still some basic written communication errors (grammar and spelling). Additional department requirements are focused on strengthening knowledge in science and mathematics. Candidate dispositions are self-reported frequently and cooperating teachers assess candidate dispositions at the end of practicums and student teaching. There doesn't seem to be a consistent way for faculty to comment on dispositions of candidates.

The program provides evidence that candidates understand the relationship between inquiry and the development of thinking and reasoning. Interviews consistently reported evidence of reflection and metacognition. Interviews with students indicate that upper division classes require reflection and explanation or defense of thoughts. Some artifact evidence and some students reported assessment in some classes that only measured recall in the format of multiple choice.

***Performance***

- 1. The teacher models the accurate use of English language arts.*
- 2. The teacher demonstrates competence in English language arts, reading, science, mathematics, social studies, the arts, health education, and physical education.*
- 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.*
- 4. The teacher models respect, honesty, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.*

Element	Unacceptable	Acceptable	Target
<i>1.2 Performance: Making Subject Matter Meaningful</i>		<b>X</b>	

**1.2** The program provides evidence that candidates demonstrate an adequate ability to use materials, instructional strategies and/or methods that illustrate and promote relevance and real life application making learning experiences and subject matter meaningful to most students. Candidates report that they have access to meaningful materials and are encouraged to pursue creative avenues of expression in their lessons. Candidates provide some evidence that they teach using inquiry and exploration.

***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.***

***Knowledge***

- 1. The teacher understands how learning occurs and that young children's and early adolescents' literacy and language development influence learning and instructional decisions.*

Element	Unacceptable	Acceptable	Target
<i>2.1 Knowledge: Understanding Human Development and Learning</i>		<b>X</b>	

**2.1** The program provides evidence that candidates understand how young children and early adolescents learn. Syllabi and candidate interviews reflect knowledge of child development. Although no artifact evidence was provided, candidates report using reflection logs where they self-evaluate and explore adjustments. Candidates indicated a need for more authentic planning and preparation of lesson plans, i.e., they plan lessons in absence of context of knowing or understanding the needs of students. The program provides evidence that candidates understand how literacy and language development influence learning and instructional decisions. The three foundational literacy courses reflect these outcomes as evidenced in the faculty and candidate interviews as well as in the review of the syllabi. Candidate interviews provided evidence that they understand the role of cognition, inquiry and exploration in learning.

STATE DEPARTMENT OF EDUCATION  
FEBRUARY 27, 2014

University of Idaho

Review Dates: April 6-9, 2013

Element	Unacceptable	Acceptable	Target
2.2 <i>Performance: Provide Opportunities for Development</i>		X	

2.2 The program provides evidence that candidates demonstrate adequate knowledge of how young children and early adolescents learn. The program provides evidence that candidates design instruction and provide opportunities for students to learn through inquiry and exploration.

**Recommended Action Elementary Education**

- Approved
- Approved Conditionally
- Not Approved

**Idaho Standards for Blended Early Childhood Education/ Early Childhood  
Special Education Teachers**

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

***Knowledge***

- 1. The educator knows how young children integrate domains of development (language, cognition, social-emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement).*
- 2. The educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in NAEYC Licensure and DEC Personnel Standards.*
- 3. The educator understands the process of self-regulation that assists young children to identify and cope with emotions.*
- 4. The educator understands language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.*
- 5. The educator understands the elements of play and how play assists children in learning.*
- 6. The educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.*
- 7. The educator understands that young children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.*
- 8. The educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, and sleeping).*
- 9. The educator understands the comprehensive nature of children's well being in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.1 Knowledge Understanding Subject Matter</i>		X	

**1.1** Interviews with candidate, alumni, and facility, course syllabus, multiple student work samples, teacher feedback, Lab Manual, Early Childhood Checklist and Course requirement, Praxis scores, instructor's evaluation activity plan, and grading grid provides evidence that teacher candidates demonstrate an adequate understanding of the traditional content areas and children's growth and development theories.

***Performance***

- 1. The educator demonstrates the application of theories and educational models in early childhood education and special education practices.*

2. The educator applies fundamental knowledge of English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

Element	Unacceptable	Acceptable	Target
<i>1.2 Performance Making Subject Matter Meaningful</i>		<b>X</b>	

**1.2** Interviews with candidate, alumni, and facility, course syllabus, multiple student work samples, teacher feedback, Lab Manual, Early Childhood Checklist and Course requirement, Praxis scores, instructor’s evaluation activity plan, and grading grid provides evidence that teacher candidates demonstrate an adequate ability to create a balanced curriculum that helps students successfully apply their skills to many different situations, materials, and ideas.

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

***Knowledge***

- 1. The educator knows that family systems are inextricably tied to child development.*
- 2. The educator understands the typical and atypical development of infants’ and young children’s attachments and relationships with primary caregivers.*
- 3. The educator understands how learning occurs and that young children’s development influences learning and instructional decisions.*
- 4. The educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children’s development and learning.*
- 5. The educator understands the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.*

Element	Unacceptable	Acceptable	Target
<i>2.1 Knowledge Understanding Human Development and Learning</i>		<b>X</b>	

**2.1** Interviews with candidate, alumni, and facility, course syllabus, multiple student work samples, teacher feedback, Lab Manual, Early Childhood Checklist and Course requirement, and Family Practices Analysis Report provide evidence that teacher candidates demonstrate an adequate understanding of typical and atypical development of young children and the impact of family systems on child development

***Performance***

1. The educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children’s development and learning.
2. The educator addresses the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>2.2 Performance Understanding Human Development and Learning</i>		X	

**2.2** Interviews with candidate, alumni, and facility, course syllabus, multiple student work samples, teacher feedback, Lab Manual, Early Childhood Checklist and Course requirement, and Family Practices Analysis Report provides evidence that teacher candidates demonstrate an adequate ability to identify and address pre-, peri-, and postnatal development, biological and environment conditions that affect children’s development and learning, including the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.

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

***Knowledge***

1. The educator knows aspects of medical care for premature development, low birth weight, young children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.
2. The educator understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationships among the child, family, and their environments.
3. The educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.
4. The educator knows how to access information regarding specific children’s needs and disability-related issues (e.g. medical, support, and service delivery).

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>3.1 Knowledge Understanding of Individual Learning Needs</i>		X	

***Performance***

*1. The educator locates, uses, and shares information about the methods for the care of young children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.*

Element	Unacceptable	Acceptable	Target
<i>3.2 Performance Accommodating Individual Learning Needs</i>		X	

**3.2** Interviews with candidate, alumni, and facility, course syllabus, multiple student work samples, teacher feedback, Lab Manual, and community resource project and example Individual Education Plans program provides evidence that teacher candidates demonstrate an adequate ability to access information about methods of care for young, medically fragile children who are dependent on technology.

***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.***

***Knowledge***

*1. The educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, and transitions).*

Element	Unacceptable	Acceptable	Target
<i>4.1 Knowledge Understanding of multiple learning strategies</i>		X	

**4.1** Interviews with candidate, alumni, and facility, course syllabus, and Lab Manual provides evidence that teacher candidates demonstrate an adequate understanding of the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (i.e., schedule, routines, and transitions).

***Performance***

*1. The educator uses developmentally appropriate methods to help young children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry and reflection experiences).*

*2. The educator uses instructional strategies that support both child-initiated and adult-directed activities.*

Element	Unacceptable	Acceptable	Target
4.2 Performance <i>Application of multiple learning strategies</i>		<b>X</b>	

**4.2** Interviews with candidate, alumni, and facility, course syllabus, multiple student work examples, teacher evaluation of student work and Lab provides evidence that teacher candidates demonstrate an adequate repertoire of developmentally appropriate instructional strategies (i.e., child initiated, teacher directed, and play-based activities) in the learning environment.

***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.***

***Knowledge***

1. The educator understands the importance of routines as a teaching strategy.
2. The educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in young children.
3. The educator understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning and plan implementation for children with disabilities.
4. The educator understands applied behavioral analysis and ethical considerations inherent in behavior management.
5. The educator understands crisis prevention and intervention practices.
6. The educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge <i>Understanding of Classroom Motivation and Management Skills</i>		<b>X</b>	

**5.1** Interviews with candidate, alumni, and facility, course syllabus, and Lab Manual provides evidence that teacher candidates demonstrate an adequate understanding of factors that promote physically and psychologically safe and healthy environments for young children.

***Performance***

1. The educator promotes opportunities for young children in natural and inclusive settings.
2. The educator embeds learning objectives within everyday routines and activities.
3. The educator creates an accessible learning environment, including the use of assistive technology.
4. The educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.

5. The educator creates an environment that encourages self-advocacy and increased independence.
6. The educator implements the least intrusive and intensive intervention consistent with the needs of children.
7. The educator conducts functional behavior assessments and develops positive behavior supports.

Element	Unacceptable	Acceptable	Target
5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments		<b>X</b>	

**5.2** Interviews with candidate, alumni, and facility, multiple work samples, teacher evaluation of student work, and final exam provides evidence that teacher candidates demonstrate an adequate ability promote opportunities for young children in natural and inclusive settings.

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

**Performance**

1. The educator adjusts language and communication strategies for the developmental age and stage of the child.

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

**6.2** Interviews with candidate, alumni, and facility, multiple work samples, candidate self-evaluation, mentor teacher evaluation, and teacher evaluation of student work provides evidence that teacher candidates demonstrate an adequate ability to adjust language and communication strategies for the developmental age and stage of the child.

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

**Knowledge**

1. The educator understands theory and research that reflect currently recommended professional practice for working with families and children (from birth through age 2, ages 3-5, and grades K-3).

Element	Unacceptable	Acceptable	Target
<i>7.1 Knowledge Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals</i>		<b>X</b>	

**7.1** Interviews with candidate, alumni, and facility, syllabus, and Lab Manual provides evidence that teacher candidates demonstrate an adequate understanding of recommended professional practice for working with families and children (birth- age 2, ages 3-5, and grades K-3).

***Performance***

- 1. The educator designs meaningful play experiences and integrated learning opportunities for development of young children.*
- 2. The educator assists families in identifying their resources, priorities, and concerns in relation to their children’s development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of the Individualized Education Programs (IEP).*
- 3. The educator supports transitions for young children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, and primary programs).*
- 4. The educator analyzes activities and tasks and uses procedures for determining and monitoring children’s skill levels and progress.*
- 5. The educator evaluates and links children’s skill development to that of same age peers.*

Element	Unacceptable	Acceptable	Target
<i>7.2 Performance Instructional Planning Skills in Connection with Students’ Needs and Community Contexts</i>		<b>X</b>	

**7.2** Interviews with candidate, alumni, and facility, multiple student work samples, and teacher evaluation of student work provides evidence that teacher candidates demonstrate an adequate ability to provide information about family-oriented services based on the Individualized Family Service Plan (IFSP) and to support transitions across programs for young children and their families.

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

***Knowledge***

- 1. The educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.*

2. *The educator knows that developmentally appropriate assessment procedures reflect children’s behavior over time and rely on regular and periodic observations and record keeping of children’s everyday activities and performance.*
3. *The educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.*
4. *The educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.*

Element	Unacceptable	Acceptable	Target
<i>8.1 Knowledge Assessment of Student Learning</i>		<b>X</b>	

**8.1** Interviews with candidate, alumni, and facility, syllabus, and Lab Manual provides evidence that teacher candidates demonstrate an adequate understanding of the characteristics of young children that affect testing situations and interpretations of results.

***Performance***

1. *The educator assesses all developmental domains (e.g., social-emotional, fine and gross motor, cognition, communication, and self-help).*
2. *The educator implements services consistent with procedural safeguards in order to protect the rights and ensure the participation of families and children.*
3. *The educator collaborates with families and professionals involved in the assessment of children.*
4. *The educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.*

Element	Unacceptable	Acceptable	Target
<i>8.2 Performance Using and interpreting program and student assessment strategies</i>		<b>X</b>	

**8.2** Interviews with candidate, alumni, and facility, multiple student work samples, Professional Portfolio grading sheet with instructor evaluation and feedback provides evidence that teacher candidates demonstrate an adequate ability to screen major developmental domains (e.g., social-emotional, cognition).

***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.***

**Knowledge**

*1. The educator understands NAEYC Licensure and DEC Personnel Standards.*

Element	Unacceptable	Acceptable	Target
<i>9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners</i>		<b>X</b>	

**9.1** Interviews with candidate, alumni, and facility, syllabus, Lab Manual, and Field Experience Handbook provides evidence that teacher candidates demonstrate an adequate understanding of NAEYC Licensure and DEC Personnel Standards.

**Performance**

*1. The educator practices behavior congruent with NAEYC Licensure and DEC Personnel Standards.*

Element	Unacceptable	Acceptable	Target
<i>9.2 Performance Developing in the Art and science of Teaching</i>		<b>X</b>	

**9.2** Interviews with candidate, alumni, and facility, multiple evaluations (self, mentor, peer, lead teacher), student work and instructor feedback provides evidence that teacher candidates demonstrate an adequate ability to practice behavior congruent with NAEYC Licensure and DEC Personnel Standards.

**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.**

**Knowledge**

- 1. The educator knows the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC) Code of Ethics.*
- 2. The educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.*
- 3. The educator knows community, state, and national resources available for young children and their families.*
- 4. The educator understands the role and function of the service coordinator and related service professionals in assisting families of young children.*
- 5. The educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).*
- 6. The educator knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and programs as they relate to children with disabilities.*
- 7. The educator understands how to effectively communicate and collaborate with children, parents/guardians, colleagues, and the community in a culturally responsive manner.*

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

**10.1** Interviews with candidate, alumni, and facility, syllabus, Lab Manual, course lesson, and seminar activity provides evidence that teacher candidate demonstrate an adequate understanding of how to explain and practice behavior congruent with the NAEYC and DEC Code of Ethics.

***Performance***

- 1. The educator practices behavior congruent with the NAEYC Code of Ethics and the Division for Early Childhood Code of Ethics. .*
- 2. The educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, and community) to support the child's development and learning.*
- 3. The educator identifies and accesses community, state, and national resources for young children and families.*
- 4. The educator advocates for young children and their families.*
- 5. The educator creates a manageable system to maintain all program and legal records for children.*
- 6. The educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.*
- 7. The educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.*

Element	Unacceptable	Acceptable	Target
<i>10.2 Performance Supporting Students Learning and well-being</i>		<b>X</b>	

**10.2** Interviews with candidate, alumni, and facility, student reflection, multiple student work samples, signed Dress Code and Confidentiality pledge provides evidence that teacher candidates demonstrate an adequate ability to practice behavior congruent with the NAEYC and DEC Code of Ethics.

**Recommended Action Early Childhood/Special Education Blended**

- Approved
- Approved Conditionally
- Not Approved

**Idaho Standards for Special Education Generalists**

**State Program Approval Rubric for Teacher Preparation Programs**

**Candidate Performance Relative to the Idaho Standards**

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

***Knowledge***

- 1. The teacher understands the theories, history, philosophies, and models that provide the basis for special education practice.*
- 2. The teacher understands concepts of language arts in order to help students develop and successfully apply their skills to many different situations, materials, and ideas.*
- 3. The teacher understands major concepts, procedures, and reasoning processes of mathematics in order to foster student understanding.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.1 Knowledge Subject Matter and Structure of the Discipline</i>		<b>X</b>	

**1.1** Interviews with candidate and facility, Master’s and Internship Handbook, course syllabus, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate adequate understanding of the benefits, strengths, and constraints of theories and educational models in special education practice.

***Performance***

- 1. The teacher demonstrates the application of theories and research-based educational models in special education practice.*
- 2. The teacher implements best practice instruction across academic and non-academic areas to improve student outcomes.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.2 Performance Making Subject Matter Meaningful</i>		<b>X</b>	

**1.2** Interviews with candidate and facility, Master’s and Internship Handbook, course syllabus, student work samples, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate ability to apply the theories and educational models of special education practice.

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

***Knowledge***

*1. The teacher understands how the learning patterns of students with disabilities may differ from the norm.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>2.1 Knowledge- Understanding Human Development and Learning</i>		<b>X</b>	

**2.1** Interviews with candidate and facility, Master’s and Internship Handbook, course syllabus, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate adequate understanding of how the learning patterns of students with disabilities may differ from the norm.

***Performance***

*1. The teacher uses research-supported instructional strategies and practices (e.g., functional embedded skills approach, community-based instruction, task analysis, multi-sensory strategies, and concrete/manipulative techniques) to provide effective instruction in academic and nonacademic areas for students with disabilities.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>2.2 Performance- Provide Opportunities for Development</i>		<b>X</b>	

**2.2** Interviews with candidate, graduate, and facility, Master’s and Internship Handbook, course syllabus, student work samples, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate ability to use research-supported, developmentally and age-appropriate instructional strategies and practices, to provide effective instruction in academic and non-academic areas for students with disabilities. However, there was no evidence that non-academic areas were addressed.

***Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs (same as Core Rubrics).***

***Knowledge***

*1. The teacher understands strategies for accommodating and adapting curriculum and instruction for students with disabilities.*

2. *The teacher knows the educational implications of exceptional conditions (e.g., sensory, cognitive, communication, physical, behavioral, emotional, and health impairments).*
3. *The teacher knows how to access information regarding specific student needs and disability-related issues (e.g., medical, support, and service delivery).*

Element	Unacceptable	Acceptable	Target
<i>3.1 Knowledge-Understanding of Individual Learning Needs</i>		<b>X</b>	

**3.1** Interviews with candidate and facility, Master’s and Internship Handbook, course syllabus, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate understanding of educational implications of exceptional conditions and strategies for accommodating and adapting curriculum and instruction for students with disabilities.

***Performance***

1. *The teacher individualizes instruction to support student learning and behavior in various settings.*
2. *The teacher accesses and uses information about characteristics and appropriate supports and services for students with high and low incidence disabilities and syndromes.*
3. *The teacher locates, uses, and shares information on special health care needs and on the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of students with disabilities.*

Element	Unacceptable	Acceptable	Target
<i>3.2 Performance-Accommodating Individual Learning Needs</i>		<b>X</b>	

**3.2** Interviews with candidate and facility, Master’s and Internship Handbook, course syllabus, student work samples, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate ability to individualize instruction and provide support for student learning.

***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.***

***Knowledge***

1. *The teacher understands individualized skills and strategies necessary for positive support of academic success (e.g., comprehension, problem solving, organization, study skills, test taking, and listening)*
2. *The teacher understands the developmental nature of social skills.*

3. *The teacher understands that appropriate social skills facilitate positive interactions with peers, family members, educational environments, and the community.*
4. *The teacher understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge-Understanding of multiple learning strategies		X	

**4.1** Interviews with candidate and facility, Master’s and Internship Handbook, course syllabus, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate understanding of how to design and implement instructional programs to support academic and social development of students with disabilities.

***Performance***

1. *The teacher demonstrates the ability to teach students with disabilities in a variety of educational settings.*
2. *The teacher designs, implements, and evaluates instructional programs that enhance a student’s participation in the family, the school, and community activities.*
3. *The teacher advocates for and models the use of appropriate social skills.*
4. *The teacher provides social skills instruction that enhances student success.*
5. *The teacher creates an accessible learning environment through the use of assistive technology.*
6. *The teacher demonstrates the ability to implement strategies that enhance students’ expressive and receptive communication.*

Element	Unacceptable	Acceptable	Target
4.2 Performance-Application of multiple learning strategies		X	

**4.2** Interviews with candidate and facility, Master’s and Internship Handbook, course syllabus, student work samples, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate ability to design and implement instructional programs to support academic and social development of students with disabilities.

***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.***

***Knowledge***

1. *The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.*

2. *The teacher understands applied behavioral analysis and ethical considerations inherent in behavior management (e.g., positive behavioral supports, functional behavioral assessment, behavior plans).*
3. *The teacher understands characteristics of behaviors concerning individuals with disabilities (e.g., self-stimulation, aggression, non-compliance, self-injurious behavior).*
4. *The teacher understands the theories and application of conflict resolution and crisis prevention/intervention.*
5. *The teacher understands that students with disabilities may require specifically designed strategies for motivation and instruction in socially appropriate behaviors and self-control.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>5.1 Knowledge-Understanding of Classroom Motivation and Management Skills</i>		<b>X</b>	

**5.1** Interviews with candidate and facility, Master’s and Internship Handbook, course syllabus, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate adequate knowledge of theories of behavior concerning students with disabilities.

***Performance***

1. *The teacher modifies the learning environment (e.g., schedule, transitions, and physical arrangements) to prevent inappropriate behaviors and enhance appropriate behaviors.*
2. *The teacher coordinates the implementation of behavior plans with all members of the educational team.*
3. *The teacher creates an environment that encourages self-advocacy and increased independence.*
4. *The teacher demonstrates a variety of effective behavior management techniques appropriate to students with disabilities.*
5. *The teacher designs and implements positive behavior intervention strategies and plans appropriate to the needs of the individual student.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>5.2 Performance-Creating, Managing, and Modifying for Safe and Positive Learning Environments</i>		<b>X</b>	

**5.2** Interviews with candidate and facility, Master’s and Internship Handbook, course syllabus, student work samples – Applied Behavioral Analysis, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate ability to develop and implement positive behavior supports for students with disabilities.

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

**Knowledge**

1. The teacher understands the characteristics of normal, delayed, and disordered communication and their effect on participation in educational and community environments.
2. The teacher knows strategies and techniques that facilitate communication for students with disabilities.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		<b>X</b>	

**6.1** Interviews with candidate and facility, Master’s and Internship Handbook, course syllabus, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate understanding of strategies and techniques that facilitate communication for students with disabilities

**Performance**

1. The teacher uses a variety of verbal and nonverbal communication techniques to assist students with disabilities to participate in educational and community environments.
2. The teacher supports and expands verbal and nonverbal communication skills of students with disabilities.

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

**6.2** Interviews with candidate and facility, Master’s and Internship Handbook, course syllabus, student work samples, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate ability to use a variety of verbal and non- verbal communication techniques that expand the communication skills of students with disabilities. Evidence provided did not address non-verbal communication.

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

**Knowledge**

1. The teacher understands curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities.
2. The teacher understands curriculum and instructional practices in self-advocacy and life skills relevant to personal living and participation in school, community, and employment.

*3. The teacher understands the general education curriculum and state standards developed for student achievement.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>7.1 Knowledge Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals</i>		X	

**7.1** Interviews with candidate and facility, Master’s and Internship Handbook, course syllabus, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate understanding of curricular and instructional practices used in the development of skills for students with disabilities.

***Performance***

- 1. The teacher develops comprehensive, outcome-oriented Individual Education Plans (IEP) in collaboration with IEP team members.*
- 2. The teacher conducts task analysis to determine discrete skills necessary for instruction and to monitor student progress.*
- 3. The teacher evaluates and links the student’s skill development to the general education curriculum.*
- 4. The teacher develops and uses procedures for monitoring student progress toward individual learning goals.*
- 5. The teacher uses strategies for facilitating maintenance and generalization of skills across learning environments.*
- 6. The teacher, in collaboration with parents/guardians and other professionals, assists students in planning for transition to post-school settings.*
- 7. The teacher develops opportunities for career exploration and skill development in community-based settings.*
- 8. The teacher designs and implements instructional programs that address independent living skills, vocational skills, and career education for students with disabilities.*
- 9. The teacher considers issues related to integrating students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers and uses resources accordingly.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>7.2 Performance Instructional Planning Skills in Connection with Students’ Needs and Community Contexts</i>		X	

**7.2.** Interviews with candidate and facility, Master’s and Internship Handbook, course syllabus, student work samples – Individual Education Plan, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate ability to design and implement individualized instructional programs for students with disabilities.

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

***Knowledge***

- 1. The teacher understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities.*
- 2. The teacher knows the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services.*
- 3. The teacher understands how to assist colleagues in designing adapted assessments.*
- 4. The teacher understands the relationship between assessment and its use for decisions regarding special education service and support delivery.*
- 5. The teacher knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds.*
- 6. The teacher knows the appropriate accommodations and adaptations for state and district assessments.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>8.1 Knowledge-Assessment of Student Learning</i>		<b>X</b>	

**8.1** Interviews with candidate and facility, Master’s and Internship Handbook, course syllabus, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate understanding of the instruments and procedures that comply with legal and ethical concerns regarding the assessment of students with disabilities.

***Performance***

- 1. The teacher analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum.*
- 2. The teacher collaborates with families and professionals involved in the assessment of students with disabilities.*
- 3. The teacher gathers background information regarding academic, medical, and social history.*
- 4. The teacher uses assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.*
- 5. The teacher facilitates and conducts assessments related to secondary transition planning, supports, and services.*
- 6. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.*

Element	Unacceptable	Acceptable	Target
<i>8.2 Performance-Using and Interpreting Program and Student Assessment Strategies</i>		X	

**8.2** Interviews with candidate and facility, Master’s and Internship Handbook, course syllabus, student work samples, teacher evaluations, and practicum evaluations program provides evidence that teacher candidates demonstrate an adequate ability to facilitate and/or conduct assessments that comply with legal and ethical concerns regarding students with disabilities.

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

***Performance***

*1. The teacher practices within the Council for Exceptional Children Code of Ethics and other standards and policies of the profession.*

Element	Unacceptable	Acceptable	Target
<i>9.2 Performance- Developing in the Art and science of Teaching</i>		X	

**9.2** Interviews with candidate and facility, Master’s and Internship Handbook, course syllabus, student work samples, teacher evaluations, and practicum evaluations provides evidence that teacher candidates display an adequate ability to practice within the Council for Exceptional Children Code of Ethics and other standards and policies of the profession. Current candidate interview reported that practicing to a code of ethic had not been addressed.

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

***Knowledge***

- 1. The teacher understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.*
- 2. The teacher understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school.*
- 3. The teacher knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with disabilities.*

4. *The teacher is aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner.*
5. *The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.*
6. *The teacher knows the roles of students with disabilities, parents/guardians, teachers, peers, related service providers, and other school and community personnel in planning and implementing an individualized program.*
7. *The teacher knows how to train or access training for paraprofessionals.*
8. *The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>10.1 Knowledge- Understanding the Roles of Students, Colleagues, Parents/Guardians, and Community in Partnerships</i>		<b>X</b>	

**10.1** Interviews with candidate and facility, Master’s and Internship Handbook, course syllabus, teacher evaluations, and practicum evaluations program provides evidence that teacher candidates demonstrate an adequate understanding of the roles of students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.

***Performance***

1. *The teacher facilitates communication between the educational team, students, their families, and other caregivers.*
2. *The teacher trains or accesses training for paraprofessionals.*
3. *The teacher collaborates with team members to develop effective student schedules.*
4. *The teacher communicates the benefits, strengths, and constraints of special education services.*
5. *The teacher creates a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.*
6. *The teacher encourages and assists families to become active participants in the educational team (e.g., participating in collaborative decision making, setting instructional goals, and charting progress).*
7. *The teacher collaborates and consults with the student, the family, peers, regular classroom teachers, related service personnel, and other school and community personnel in integrating students with disabilities into various learning environments.*
8. *The teacher communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities.*
9. *The teacher participates in the development and implementation of rules and appropriate consequences at the classroom and school wide levels.*

**STATE DEPARTMENT OF EDUCATION  
FEBRUARY 27, 2014**

University of Idaho

Review Dates: April 6-9, 2013

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>10.2 Performance- Interacting with Students, Interacting in with Colleagues, Parents/Guardians, and Community in Partnerships</i>		<b>X</b>	

**10.2** Interviews with candidate and facility, Master’s and Internship Handbook, course syllabus, student work samples, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate ability to interact and collaborate with students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.

**Recommended Action Special Education Generalist**

- Approved
- Approved Conditionally
- Not Approved

**Idaho Standards for English Language Arts Teachers**

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

***Knowledge***

- 1. The teacher understands that reading, writing, speaking, listening, viewing, and language study are interrelated.*
- 2. The teacher understands the elements of effective writing such as audience, purpose, organization, development, voice, coherence, emphasis, unity, and style.*
- 3. The teacher understands the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.*
- 4. The teacher understands a variety of literary and nonliterary forms (e.g., novels, plays, poetry, essays, technical writing, and film).*
- 5. The teacher understands how literature functions as artistic expression and as a reflection of human experience.*
- 6. The teacher understands the nature and conventions of multicultural literatures, literary devices, and methods of literary analysis and criticism.*
- 7. The teacher understands how culture and history influence literature, literary recognition, and curriculum selections.*
- 8. The teacher understands the social and historical implications of print and nonprint media.*
- 9. The teacher understands the history of the English language.*
- 10. The teacher understands how children learn language, the basic sound structure of the English language, semantics, syntax, and usage.*
- 11. The teacher understands reading as a developmental process.*
- 12. The teacher knows that writing is an act of discovery and a form of inquiry, reflection, and expression.*
- 13. The teacher understands that composition is a recursive process that includes brainstorming, drafting, revising, editing for correctness and clarity, and publishing; that the process will vary with the individual and the situation; and that learning to write is a developmental process.*
- 14. The teacher recognizes the student's need for authentic purposes, audiences, and forms of writing.*
- 15. The teacher understands the appropriate selection, evaluation, and use of primary and secondary sources in research processes.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.1 Knowledge-Understanding Subject Matter</i>		X	

**1.1** Interviews with cooperating teachers, Praxis II scores, checking student files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate adequate knowledge and understanding of English language arts, including the nature, value, and

approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

***Performance***

1. *The teacher uses skills and knowledge congruent with current research on best practices for teaching reading and writing.*
2. *The teacher integrates reading, writing, speaking, listening, viewing, and language study.*
3. *The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically.*
4. *The teacher instructs student on the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.*
5. *The teacher reviews, interprets, evaluates, and selects content presented by print and nonprint media and models these processes for students.*
6. *The teacher integrates information from traditional, technical, and electronic sources for critical analysis and evaluation by students.*
7. *The teacher helps students with their understanding of a variety of literary and nonliterary forms and genres.*
8. *The teacher presents social, cultural, and historical significance of a variety of texts and connects these to students' experiences.*
9. *The teacher demonstrates the writing process as a recursive and developmental process.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.2 Performance-Making Subject Matter Meaningful</i>		<b>X</b>	

**1.2** Observing language arts teacher candidates, analyzing teacher lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

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

***Knowledge***

1. *The teacher understands the processes, developmental stages, and diverse ways of learning reading, writing, listening, viewing, and speaking.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>2.1 Knowledge-Understanding Human Development and Learning</i>		<b>X</b>	

**2.1:** Interviews with cooperating teachers, Praxis II scores, checking student files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

***Performance***

1. *The teacher identifies in reading, writing, listening, viewing, and speaking and plans for developmental stages and diverse ways of learning.*
2. *The teacher promotes and monitors growth in reading, writing, listening, viewing, and speaking for all ability levels.*

Element	Unacceptable	Acceptable	Target
2.2 <i>Performance-Provide Opportunities for Development</i>		<b>X</b>	

**2.2** Observing language arts teacher candidates, analyzing teacher lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

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

***Knowledge***

1. *The teacher knows a variety of classroom strategies for improving fluency, comprehension, and critical thinking (e.g., strategies for discussion, peer editing, critical analysis and interpretation, inquiry, oral presentations, SSR, and brainstorming).*
2. *The teacher understands reading comprehension strategies (e.g., organizing information, visualizing, making connections, using context clues, building background knowledge, predicting, paraphrasing, summarizing, questioning, drawing conclusions, synthesizing, and making inferences) for enabling students with a range of abilities to understand, respond to, and interpret what they read.*
3. *The teacher is familiar with a variety of strategies for promoting student growth in writing.*

Element	Unacceptable	Acceptable	Target
4.1 <i>Knowledge-Understanding of multiple learning strategies</i>		<b>X</b>	

**4.1** Interviews with cooperating teachers, Praxis II scores, checking student files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

***Performance***

- 1. The teacher effectively uses comprehension strategies.*
- 2. The teacher incorporates a variety of analytical and theoretical approaches in teaching literature and composition.*
- 3. The teacher monitors and adjusts strategies in response to individual literacy levels.*
- 4. The teacher creates logical sequences for reading, writing, speaking, listening, viewing, and language study.*
- 5. The teacher uses students' creations and responses as part of the instructional program.*
- 6. The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically (e.g., engages students in discussion, inquiry, and evaluation).*
- 7. The teacher enriches and expands the students' language resources for adapting to diverse social, cultural, and workplace settings.*
- 8. The teacher provides opportunities for students to create authentic responses to cultural, societal, and workplace experiences.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
4.2 Performance- Application of multiple learning strategies		<b>X</b>	

**4.2** Observing language arts teacher candidates, analyzing teacher lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

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

***Knowledge***

- 1. The teacher knows methods of assessing students' written and oral communication skills and reading performance (e.g., holistic, analytic, and primary trait scoring; portfolios of student work; projects; student self-assessment; peer assessment; journals; rubrics; reading response logs; reading inventories; reflective and formal writing; student/teacher-developed guidelines; exhibitions; oral and dramatic presentations; and the Idaho State Direct Writing Assessment).*

Element	Unacceptable	Acceptable	Target
<i>8.1 Knowledge- Assessment of Student Learning</i>		<b>X</b>	

**8.1:** Interviews with cooperating teachers, Praxis II scores, checking student files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

***Performance***

*1. The teacher constructs and uses a variety of formal and informal assessments for reading, writing, speaking, listening, and viewing.*

Element	Unacceptable	Acceptable	Target
<i>8.2 Performance-Using and interpreting program and student assessment strategies</i>		<b>X</b>	

**8.2** Observing language arts teacher candidates, analyzing teacher lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

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

***Performance***

- 1. The teacher engages in reading and writing for professional growth and satisfaction.*
- 2. The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.*

Element	Unacceptable	Acceptable	Target
<i>9.2 Performance- Developing in the Art and science of Teaching</i>		<b>X</b>	

**9.2** Observing language arts teacher candidates, analyzing teacher lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

**Recommended Action English Language Arts**

- Approved
- Approved Conditionally
- Not Approved

**Idaho Standards for Reading Teachers**

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

***Knowledge***

- 1. The teacher understands the relationships and roles of the components of a balanced literacy program, which encompasses: a) oral language development and its role in the emergence of writing and reading; b) phonological awareness, phonics, structural and morphemic analysis; semantic, syntactic, and pragmatic systems of language, and their relation to reading and writing processes; c) language patterns, vocabulary, comprehension and critical thinking; and d) development of fluency (rate and accuracy).*
- 2. The teacher knows the methods of literacy instruction congruent with a balanced literacy program.*
- 3. The teacher understands that reading is a process of constructing meaning.*
- 4. The teacher knows a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information (e.g. metacognition, self-monitoring, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).*
- 5. The teacher understands strategies for developing and extending vocabulary in narrative, expository and technical information, encompassing, but not limited to wide-reading, direct vocabulary instruction, and systematic word analysis: etymology, morphology, orthography.*
- 6. The teacher understands the relationships between reading, writing, speaking, listening, and viewing.*
- 7. The teacher understands why it is important for developing literacy skills to read aloud to students.*
- 8. The teacher is familiar with a wide range of children’s literature encompassing all genres.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
1.1 Knowledge Understanding Subject Matter	<b>X</b>		

**1.1** The program provides little or no evidence that teacher candidates demonstrate adequate knowledge of the literacy standards. Evidence indicated that a series of classes, not specific content standards, drive the program.

***Performance***

- 1. The teacher applies the components of pre-reading and reading instruction in authentic classroom settings in accordance with individual student performance.*
- 2. The teacher articulates and demonstrates knowledge of various research-supported approaches to pre-reading and decoding instruction (e.g. synthetic, analytic, explicit, implicit, embedded, and analogy-based).*

3. *The teacher articulates and demonstrates a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information (e.g. metacognition, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).*

4. *The teacher implements strategies for developing and extending vocabulary in narrative, expository and technical information (e.g., wide-reading, direct vocabulary instruction, systematic word analysis - etymology, morphology, orthography).*

5. *The teacher utilizes the reciprocal relationships among reading, writing, speaking, listening, and viewing to build student literacy skills.*

6. *The teacher provides literacy lessons and opportunities congruent with best research practices.*

7. *The teacher reads aloud to children.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

**1.2** The program provides little or no evidence that teacher candidates create learning experiences that make the content taught meaningful to students. Over forty percent of the evidence of candidate performance did not address literacy in any way.

**Areas for Improvement:**

Program does not show evidence of alignment with the literacy content standards. Based upon the elementary candidates' work samples and videos provided, the focus of the program is ELA, not literacy. Of sixty-five lessons reviewed, only twenty-seven indicated literacy standards being taught. Of the nineteen candidates, eight showed no evidence of understanding literacy standards nor implementing literacy strategies.

***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.***

***Knowledge***

1. *The teacher knows historical and current research as it relates to reading.*

2. *The teacher understands the significance of home language and culture on the development of literacy in the classroom.*

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

**2.1** Program does not show evidence of alignment with the literacy content standards.

***Performance***

- 1. The teachers implements cognitively compatible strategies in developing reading instruction.*
- 2. The teacher utilizes the home language and culture of students to foster the development of literacy in the classroom.*
- 3. The teacher encourages learner reflection and teaches students to evaluate and be responsible for their own literacy learning.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
2.2 Performance Provide Opportunities for Development	<b>X</b>		

2.2 Program does not show evidence of alignment with the literacy content standards.

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

***Knowledge***

- 1. The teacher understands research-based best practices in prevention identification, intervention, and remediation of reading difficulties.*
- 2. The teacher understands methods for accelerating and scaffolding the students' development of reading strategies.*
- 3. The teacher understands the impact of learning disabilities, giftedness, and language histories on literacy development.*

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

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

***Performance***

- 1. The teacher articulates and demonstrates knowledge of structured, sequential, multi-sensory reading instruction.*
- 2. The teacher differentiates reading instruction and utilizes flexible grouping in response to student performance.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Modifying Instruction for Individual Learning Needs	X		

3.2 Program does not show evidence of alignment with the literacy content standards. Multiple sample lessons indicated that individual student needs could be met by physically moving students closer to the teacher with little evidence of true differentiation.

***Standard 4: - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.***

***Knowledge***

*1. The teacher understands that specific literacy difficulties are not a basis for excluding students from classroom interactions that develop higher-level skills.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of multiple instructional strategies	X		

4.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding that specific literacy difficulties are not a basis for excluding students from classroom interactions that develop higher-level skills.

***Performance***

*1. The teacher incorporates literacy instruction into all academic content areas in ways that engage each student.*

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of multiple instructional strategies	X		

4.2 The program provides little or no evidence that teacher candidates demonstrate the ability to incorporate literacy instruction into all academic content areas in ways that engage each student.

***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.***

***Knowledge***

1. *The teacher understands the power of literacy as it relates to academic success and life-long learning.*
2. *The teacher understands the importance of extensive reading in a variety of genres for developing literacy skills.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
5.1 Knowledge Understanding of Classroom Motivation and Management Skills	<b>X</b>		

5.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the power of literacy as it relates to academic success and life-long learning, and the importance of extensive reading in a variety of genres for developing literacy skills.

***Performance***

1. *The teacher advocates extensive reading for information and for pleasure.*
2. *The teacher demonstrates the power of literacy as it relates to academic success and life-long learning.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments	<b>X</b>		

5.2 The program provides little or no evidence that teacher candidates advocate extensive reading for information and for pleasure, and demonstrates the power of literacy as it relates to academic success and life-long learning

***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 teaching effectiveness.***

***Knowledge***

1. *The teacher understands the use of assessment for different literacy purposes (e.g. monitoring reading development, assessing reading achievement and performance, enabling students to self-assess their reading strengths and needs, and diagnosing reading difficulties to adjust reading instruction).*
2. *The teacher understands how to use assessment for attitude and motivation as related to reading.*
3. *The teacher knows how to choose, administer, and interpret multiple assessments for various aspects of reading (e.g. language proficiency, concepts of print, phonemic awareness,*

*phonological awareness, letter recognition, sound/symbol knowledge, word recognition, spelling, writing, reading fluency, and oral and silent reading comprehension).*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning	<b>X</b>		

8.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the use of assessment for different literacy purposes, how to use assessment for attitude and motivation as related to reading, and how to choose, administer, and interpret multiple assessments for various aspects of reading.

***Performance***

- 1. The teacher gathers and interprets data from multiple assessments to plan instruction, taking into consideration the student characteristics and instructional history.*
- 2. The teacher collects and utilizes data from multiple sources to inform instruction.*
- 3. The teacher uses assessment to increase students' awareness of their literacy strengths and needs and to encourage them to set personal goals for learning.*
- 4. The teacher uses literacy assessment data to evaluate instructional effectiveness and to guide professional development.*
- 5. The teacher advocates that the needs of every student are accurately represented in assessment data.*

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

8.2 The program provides little or no evidence that teacher candidates gather and interpret data from multiple assessments to plan instruction, taking into consideration the student characteristics and instructional history, collect and utilize data from multiple sources to inform instruction, use assessment to increase students' awareness of their literacy strengths and needs and to encourage them to set personal goals for learning, use literacy assessment data to evaluate instructional effectiveness and to guide professional development, and advocate that the needs of every student are accurately represented in assessment data

***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.***

***Knowledge***

- 1. The teacher knows sources and programs that promote family literacy.*
- 2. The teacher knows community-based programs that promote literacy development.*

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Review Dates: April 6-9, 2013

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

10.1 The program provides little or no evidence that teacher candidates understand how to identify sources and programs that promote family literacy, and knows community-based programs that promote literacy development.

***Performance***

- 1. The teacher engages with colleagues, community, other professionals, and parents to improve the literacy-learning environment.*
- 2. The teacher fosters parental support for family literacy activities.*

Element	Unacceptable	Acceptable	Target
10.2 Performance Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships	<b>X</b>		

10.2 The program provides little or no evidence that teacher candidates engage with colleagues, community, other professionals, and parents to improve the literacy-learning environment, and are fostering parental support for family literacy activities.

**Recommended Action Reading**

- Approved  
 Approved Conditionally  
 Not Approved

**Idaho Standards for Mathematics Teachers**

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

***Knowledge***

- 1. The teacher understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do mathematics.*
- 2. The teacher understands concepts of algebra.*
- 3. The teacher understands the major concepts of geometry (Euclidean and non- Euclidean) and trigonometry.*
- 4. The teacher understands basic concepts of number theory.*
- 5. The teacher understands concepts of measurement.*
- 6. The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.*
- 7. The teacher understands the techniques and applications of statistics and data analysis (e.g., random variable, distribution functions, and probability).*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.1 Knowledge: Subject Matter and Structure of Mathematics</i>		<b>X</b>	

**1.1** Interviews with cooperating teachers, university faculty, and completers, reviewing Praxis II scores, course catalogs, course syllabi, and lesson plans provides evidence that teacher candidates demonstrate an adequate understanding of mathematics, by meeting all of the Knowledge indicators as delineated in the Idaho Standards for Mathematics Teachers.

***Performance***

- 1. The teacher incorporates the historical perspective and current development of mathematics in teaching students.*
- 2. The teacher applies concepts of number, number theory, and number systems.*
- 3. The teacher uses numerical computation and estimation techniques and applies them to algebraic expressions.*
- 4. The teacher applies the process of measurement to two- and three-dimensional objects using customary and metric units.*
- 5. The teacher uses descriptive and inferential statistics to analyze data, make predictions, and make decisions.*
- 6. The teacher uses concepts and applications of graph theory, recurrence relations, matrices, and combinatorics.*

Element	Unacceptable	Acceptable	Target
<i>1.2 Performance: Making Mathematics Meaningful</i>		<b>X</b>	

**1.2** Interviews with completers, analyzing teacher lesson plans, candidate evaluations, and interviewing university supervisors and completers provides evidence that teacher candidates demonstrate an adequate ability to create meaningful learning experiences as delineated in the Idaho Standards for Mathematics Teachers.

**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.**

***Knowledge***

- 1. The teacher knows how to formulate and pose problems, how to access a large repertoire of problem-solving strategies, and how to use problem-solving approaches to investigate and understand mathematics.*
- 2. The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.*
- 3. The teacher knows how to frame mathematical questions and conjectures.*
- 4. The teacher knows how to make mathematical language meaningful to students.*
- 5. The teacher understands inquiry-based learning in mathematics.*
- 6. The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).*
- 7. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software)*

Element	Unacceptable	Acceptable	Target
<i>4.1 Knowledge: Understanding of Multiple Mathematical Learning Strategies</i>		<b>X</b>	

**4.1** Interviews with cooperating teachers, university faculty, and completers, candidate files, analyzing lesson plans and course syllabus provides evidence that teacher candidates demonstrate adequate understanding of a variety of mathematical instructional strategies as delineated by the Knowledge indicators in the Idaho Standards of Mathematics Teachers.

***Performance***

- 1. The teacher formulates and poses problems, uses different strategies to solve problems to verify and interpret results, and uses problem-solving approaches to investigate and understand mathematics.*
- 2. The teacher uses both formal proofs and intuitive, informal exploration.*
- 3. The teacher develops students' use of standard mathematical terms, notations, and symbols.*

4. The teacher communicates mathematics through the use of a variety of representations.
5. The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses, and use appropriate mathematical representations.
6. The teacher uses technology appropriately to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).

Element	Unacceptable	Acceptable	Target
4.2 Performance: Application of Multiple Learning Strategies		X	

**4.2** Interviews with cooperating teachers, university faculty, and completers, analyzing candidate evaluations, candidate files, and evaluating lesson plans provides evidence that teacher candidates demonstrate an adequate ability to use a variety of mathematical instructional strategies as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

**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.**

**Performance**

1. The teacher assesses students' mathematical reasoning.

Element	Unacceptable	Acceptable	Target
8.2 Performance: Assessing Students' Mathematical Reasoning.		X	

**8.2 Performance** Candidate observations, candidate files, student work samples and assessments provides evidence that teacher candidates demonstrate an adequate ability to assess students' mathematical reasoning.

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

**Knowledge**

1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.
2. The teacher understands the interconnectedness between strands of mathematics.
3. The teacher understands mathematical modeling as a way to understand the world (e.g., in natural science, social science, business, and engineering).

*4. The teacher understands the relationship between geometric concepts and real-life constructs.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>11.1 Knowledge: Significant Mathematical Connections</i>		<b>X</b>	

**11.1** Interviews with cooperating teachers, university faculty, and completers, observing completers, checking candidates files, reviewing the course catalog and course syllabi provides evidence that teacher candidates demonstrate adequate understanding of mathematical connections as delineated by the Knowledge indicators in the Idaho Standards for Mathematics Teachers.

***Performance***

- 1. The teacher uses mathematical modeling to solve problems from fields such as natural science, social science, business, and engineering.*
- 2. The teacher uses geometric concepts and relationships to describe and model mathematical ideas and real-life constructs.*
- 3. The teacher uses algebra to describe patterns, relations, and functions in meaningful contexts.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>11.2 Performance: Application of Mathematical Connections</i>		<b>X</b>	

**11.2** Observation of mathematics teacher completers, analyzing teacher lesson plans and evaluation forms, and student work samples provides evidence that teacher candidates demonstrate an adequate ability to help students make connections as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

**Recommended Action Mathematics**

- Approved  
 Approved Conditionally  
 Not Approved

**Idaho Foundation Standards for Social Studies Teachers**

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

***Knowledge***

1. *The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, and humanities).*
2. *The teacher understands the ways various governments and societies have changed over time.*
3. *The teacher understands ways in which independent and interdependent systems of trade and production develop.*
4. *The teacher understands the impact that cultures, religions, technologies, vision/structure for social justice, and other factors have on worldwide historical processes.*
5. *The teacher understands the responsibilities and rights of citizens in the United States political system, and how citizens exercise those rights and participate in the system.*
6. *The teacher understands that geography enables people to comprehend the relationships between people, places, and environments over time.*
7. *The teacher understands the principles and processes of a democratic society.*
8. *The teacher knows the appropriate use of primary and secondary sources (i.e., documents, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.1 Knowledge-Understanding Subject Matter</i>		<b>X</b>	

**1.1** Interviews with cooperating teachers, Praxis II scores, and review of submitted student work samples provide evidence that teacher candidates demonstrate knowledge and understanding of standard 1.1, Knowledge- Understanding of Subject Matter (Social Studies), including the ways new knowledge in social studies disciplines is discovered; the ways various governments and societies have changed over time; and the impact that cultures, religions, technologies, vision/structure of social justice, and other factors have on historical processes. Evidence submitted relied heavily upon course syllabi, Praxis II scores and student work submitted (especially History 290 assignments). Interviews with cooperating teachers substantiate that candidate content knowledge, going into student teaching, is solid.

***Performance***

1. *The teacher provides opportunities to trace and analyze chronological periods and to examine the relationships of significant historical concepts.*
2. *The teacher encourages and guides investigation of various governments and cultures in terms of their diversity, commonalities, and interrelationships.*

3. *The teacher integrates knowledge from the social sciences and the humanities in order to prepare students to live in a world with limited resources, ethnic diversity, cultural pluralism, and increasing interdependence.*
4. *The teacher incorporates current events, global perspectives, and scholarly research into the curriculum.*
5. *The teacher uses primary and secondary sources (i.e., documents, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.*

<i>Element</i>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.2 Performance-Making Subject Matter Meaningful</i>		<b>X</b>	

**1.2** Interviews with cooperating teachers, review of submitted student work samples, and IDTPA scores and work uploaded into Task Stream (including lesson plans, videos, and student self-reflection papers submitted subsequent to having taught lessons) provide evidence that teacher candidates demonstrate adequate knowledge and understanding of standard 1.2 Performance - Making Subject Matter (Social Studies) Meaningful. The program provides evidence that teacher candidates demonstrate the ability to create learning experiences that provide opportunities to trace and analyze chronological periods and to examine the relationships of significant historical concepts (submitted student work indicates that candidates receive formal opportunity demonstrate this in their coursework, while cooperating teacher interviews indicate that candidates move beyond the theoretical into the practical when complete their classroom experiences and student teaching); encourage and guide investigation of various governments and cultures in terms of their diversity, commonalties, and interrelationships; and incorporate current events, global perspectives and scholarly research into the curriculum; and integrate social sciences and humanities knowledge in order to prepare students to live in a world with limited resources (cooperating teachers indicate students are well prepared to incorporate current events into the classroom).

***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.***

***Knowledge***

1. *The teacher understands how leadership, group, and cultural influences contribute to intellectual, social, and personal development.*
2. *The teacher understands the impact of civic engagement on student learning.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>2.1 Knowledge-Understanding Human Development and Learning</i>		<b>X</b>	

**2.1** Review of course syllabi provides some evidence that teacher candidates demonstrate knowledge and understanding of standard 2.1, Knowledge – the Understanding Human Development and Learning. Adequate evidence was provided via course syllabi, student assignments, and candidate interviews that indicate that teacher candidates demonstrate an adequate understanding of how leadership, groups, and cultures influence intellectual, social, and personal development. The primary piece of evidence supporting this standard is the syllabus for EDSP300, “Educating for Exceptionalities,” but Task Stream teaching video’s and lesson plans also provided adequate evidence that this standard was met.

***Performance***

1. *The teacher provides opportunities for students to engage in civic life, politics, and government.*

Element	Unacceptable	Acceptable	Target
<i>2.2 Performance- Provide Opportunities for Development</i>		<b>X</b>	

**2.2** Interviews with cooperating teachers, IDTPA scores and review of submitted student work samples (including lesson plans and student self-reflection papers submitted subsequent to having taught lessons) provide evidence that teacher candidates demonstrate adequate knowledge and understanding of standard 2.2 Performance – Providing Opportunities for Development. The program provides evidence that teacher candidates demonstrate an ability to provide students with opportunities for engagement in civic life, politics, and government relevant to the social sciences. In particular, the syllabus for CTE 418 indicates that students are required to be engaged (“volunteer”) for an NCEE Economic Summit. Additionally, the co-teacher candidates indicate that they had, and believe student teacher candidates also have, ample opportunity to be engaged in civic life.

**Recommended Action Social Studies**

- Approved  
 Approved Conditionally  
 Not Approved

**Idaho Standards for Economic Teachers**

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

***Knowledge***

- 1. The teacher understands basic economic concepts and models (e.g., scarcity, productive resources, voluntary exchange, unemployment, price influences, credit/debt, market incentives, interest rate, free market, and imports/exports).*
- 2. The teacher understands the role of money as a medium of exchange.*
- 3. The teacher understands the influences on economic systems (e.g., culture, values, belief systems, environmental and geographic impacts, technology, and governmental decisions).*
- 4. The teacher knows different types of economic institutions and how they differ from one another (e.g., business structures, entrepreneurship, stock markets, banking institutions, and labor unions).*
- 5. The teacher understands how economic institutions shaped history and influence current economic practices.*
- 6. The teacher understands the principles of sound personal finance.*
- 7. The teacher understands how to engage students in the application of economic concepts.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.1 Knowledge-Understanding Subject Matter</i>		<b>X</b>	

**1.1** Praxis II scores, student work (assignments) and review of course syllabi provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of standard 1.1, Knowledge- Understanding of Subject Matter (Economics). The program provides evidence that teacher candidates demonstrate an adequate understanding of basic economic concepts and models; the influences on economic systems; different types of economic institutions and how they differ from one another; and the principles of sound personal finance.

***Performance***

- 1. The teacher promotes student comprehension and analysis of economic principles and concepts.*
- 2. The teacher creates opportunities for students to engage in the application of economic concepts.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.2 Performance-Making Subject Matter Meaningful</i>		<b>X</b>	

**1.2** Course syllabi, IDTPA scores and review of submitted student work samples (including lesson plans and student self-reflection papers submitted subsequent to having taught lessons) provide evidence that teacher candidates demonstrate adequate knowledge and understanding of standard 1.2 Performance - Making Subject Matter (Economics) Meaningful. The program provides evidence that teacher candidates demonstrate an ability to engage students in multiple applications of economic concepts. The wide use of National Council on Economic Education materials in the CTE 418 Economic methods course is solid evidence that students have been exposed to engaging methods for economic instruction. It should be noted that evidence indicated some weakness regarding personal finance standards.

**Recommended Action Economics**

- Approved
- Approved Conditionally
- Not Approved

**Idaho Standards for Geography Teachers**

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

***Knowledge***

- 1. The teacher understands the spatial organization of peoples, places, and environments.*
- 2. The teacher understands the human and physical characteristics of places and regions.*
- 3. The teacher understands the physical processes that shape and change the patterns of earth's surface.*
- 4. The teacher understands the reasons for the migration and settlement of human populations.*
- 5. The teacher understands how human actions modify the physical environment and how physical systems affect human activity and living conditions.*
- 6. The teacher understands the characteristics and functions of maps, globes, photographs, satellite images, and models.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.1 Knowledge-Understanding Subject Matter</i>		<b>X</b>	

**1.1** Review of submitted student work samples (eg., lesson plans, and various geography course assignments), course syllabi, and Task Stream video lessons provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of standard 1.1, Knowledge-Understanding of Subject Matter (Geography). The program provides evidence that teacher candidates demonstrate an adequate Course syllabi, and understanding of the spatial organization of peoples, places, and environments; human and physical characteristics of places and regions; the physical processes that shape and change the patterns of earth's surface; the reasons for the migration and settlement of human populations; how human actions modify the physical environment and how physical systems affect human activity and living conditions; and the characteristics and functions of maps, globes, photographs, satellite images, and models.

***Performance***

- 1. The teacher uses present and past events to interpret political, physical, and cultural patterns.*
- 2. The teacher instructs students in the earth's dynamic physical systems and their impact on humans.*
- 3. The teacher relates population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.*
- 4. The teacher relates the earth's physical systems and varied patterns of human activity to world environmental issues.*
- 5. The teacher uses geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, geographic information systems (GIS), newspapers, journals, and databases).*

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<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.2 Performance-Making Subject Matter Meaningful</i>		<b>X</b>	

**1.2** Interviews with cooperating teachers, review of student teaching videos and lessons in Task Stream, and review of submitted student work samples (including lesson plans and student self-reflection papers submitted subsequent to having taught lessons) provide evidence that teacher candidates demonstrate adequate knowledge and understanding of standard 1.2 Performance - Making Subject Matter (Geography) Meaningful. The program provides evidence that teacher candidates demonstrate ability to use present and past events to interpret political, physical, and cultural patterns; instruct students in the earth’s dynamic physical systems and their impact on humans; relate population dynamics and distribution to physical, cultural, historical, economic, and political circumstances; and relate the earth’s physical systems and varied patterns of human activity to world environmental issues.

**Recommended Action Geography**

- Approved
- Approved Conditionally
- Not Approved

**Idaho Standards for Government and Civics Teachers**

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

***Knowledge***

- 1. The teacher understands the relationships between civic life, politics, and government.*
  - 2. The teacher understands the foundations and principles of the United States political system (e.g., origins of constitutional law in Western civilization, written constitution, analysis of amendments to the U.S. Constitution, separation of power, suffrage, majority rule/minority rights, federalism, and diverse populations).*
  - 3. The teacher understands the organization and formation of the United States government, and how power and responsibilities are organized, distributed, shared, and limited as defined by the United States Constitution.*
  - 4. The teacher understands the significance of United States foreign policy (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, and environmental issues).*
  - 5. The teacher understands the role of international relations in shaping the United States political system.*
  - 6. The teacher understands the civic responsibilities and rights of all inhabitants of the United States (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, and the electoral process).*
- Syllabi, Student papers, Student tests*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.1 Knowledge- Understanding Subject Matter</i>		<b>X</b>	

**1.1** Course syllabi, Praxis II scores, and review of submitted student work samples (including course work and lesson plans) provide evidence that teacher candidates demonstrate an adequate knowledge and understanding of standard 1.1, Knowledge- Understanding of Subject Matter (Government and Civics). The program provides evidence that teacher candidates demonstrate an adequate understanding of the foundations and principles of the United States political system; the organization and formation of the United States government and how power and responsibilities are organized, distributed, shared, and limited as defined in the United States Constitution; the significance of United States foreign policy; the role of international relations in shaping the United States political system; an awareness of global perspectives; and the civic responsibilities and rights of all inhabitants of the United States.

***Performance***

- 1. The teacher creates opportunities for student to engage in civic life, politics, and government.*
- 2. The teacher promotes student comprehension and analysis of the foundations and principles of the United States political system and the organization and formation of the United States government.*

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*3. The teacher promotes student comprehension and analysis of United States foreign policy and international relations.*

*4. The teacher integrates global perspectives into the study of civics and government.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.2 Performance-Making Subject Matter Meaningful</i>		<b>X</b>	

**1.2** Interviews with cooperating teachers, PRAXIS II scores and review of submitted student work samples (final exams and research papers) provide evidence that teacher candidates demonstrate adequate knowledge and understanding of standard 1.2 Performance - Making Subject Matter (Government and Civics) Meaningful. The program provides evidence that teacher candidates demonstrate an adequate ability to create opportunities for students to engage in civic life, politics, and government.

**Recommended Action Government and Civics**

- Approved
- Approved Conditionally
- Not Approved

**Idaho Standards for History Teachers**

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

***Knowledge***

- 1. The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).*
- 2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.*
- 3. The teacher understands how international relations impacted the development of the United States.*
- 4. The teacher understands how significant conflicts defined and continue to define the United States.*
- 5. The teacher understands the political, social, cultural, and economic development of the United States.*
- 6. The teacher understands the political, social, cultural, and economic development of the peoples of the world, both Western and non-Western.*
- 7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.1 Knowledge-Understanding Subject Matter</i>		<b>X</b>	

**1.1** Task Stream video evidence, interviews with cooperating teachers, Praxis II scores, course syllabi, and review of submitted student work samples provide evidence that teacher candidates demonstrate knowledge and understanding of standard 1.1, Knowledge- Understanding of Subject Matter (History). The program provides evidence that teacher candidates demonstrate an adequate understanding of historical themes and concepts; the political, social, cultural, and economic development of the United States and the world; how the development of the United States is related to international relations and significant conflicts; and the impact of gender, race, ethnicity, religion, and national origin on history.

***Performance***

- 1. The teacher provides opportunities for students to make connections between political, social, cultural, and economic themes and concepts.*
- 2. The teacher enables students to incorporate the issues of gender, race, ethnicity, religion, and national origin into their examination of history.*
- 3. The teacher facilitates student inquiry on how international relationships impact the United States.*
- 4. The teacher relates the role of conflicts to continuity and change across time.*

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<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.2 Performance-Making Subject Matter Meaningful</i>		<b>X</b>	

**1.2** Interviews with cooperating teachers, IDTPA scores, videos, written candidate reflections and teacher feedback on candidate lesson plans, along with a review of submitted student work samples (including lesson plans and student self-reflection papers submitted subsequent to having taught lessons) provide evidence that teacher candidates demonstrate adequate knowledge and understanding of standard 1.2 Performance - Making Subject Matter (History) Meaningful. The program provides evidence that teacher candidates demonstrate an adequate ability to provide opportunities for students to make connections between political, social, cultural, and economic themes and concepts; to enable students to incorporate the issues of gender, race, ethnicity, religion, and national origin into their examination of history; to facilitate student inquiry on how international relationships impact the United States; to relate the role of conflicts to continuity and change across time.

**Recommended Action History**

- Approved
- Approved Conditionally
- Not Approved

**Idaho Foundation Standards for Science Teachers**

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

***Knowledge***

- 1. The teacher knows the history and nature of science and scientific theories.*
- 2. The teacher understands that all sciences are related.*
- 3. The teacher understands the concepts of form and function.*
- 4. The teacher understands the interconnectedness among the science disciplines.*
- 5. The teacher understands the process of scientific inquiry.*
- 6. The teacher knows how to investigate scientific phenomena, interpret findings, and communicate information to students.*
- 7. The teacher knows how to effectively engage students in constructing deeper understanding of scientific phenomena through lessons, demonstrations, and laboratory and field activities.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.1 Knowledge-Subject Matter and Structure of Science</i>		<b>X</b>	

**1.1** The program provides evidence that teacher candidates demonstrate an adequate understanding of their science content and the nature of scientific knowledge and how to articulate the importance of engaging in the process of science. Evidence provided: syllabi documented for the following subjects: biology, genetics, physics, chemistry, earth science; PRAXIS scores from chemistry, physics, biology, earth science; completed final exam samples from geology, biology, chemistry, physics, earth science; technical paper examples from candidates (4 credits total), interview with alumnus of program (current high school teacher)

***Performance***

- 1. The teacher provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups.*
- 2. The teacher continually adjusts curriculum and activities to align them with new scientific data.*
- 3. The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.*
- 4. The teacher helps students build scientific knowledge and develop scientific habits of mind.*
- 5. The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating information to students.*
- 6. The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.*
- 7. The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.*
- 8. The teacher engages in scientific inquiry in science coursework.*

Element	Unacceptable	Acceptable	Target
<i>1.2 Performance-Making Science Meaningful</i>		<b>X</b>	

**1.2** The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students through the use of materials and resources that support instructional goals and learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction. Evidence provided: teacher performance assessment (TPA) documents completed by candidates, evidence from assessment for pre-service teaching, autobiographical reflection paper, examples of assessments created by candidates that were completed by students, interview with alumnus of program (current high school teacher)

***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.***

***Knowledge***

- 1. The teacher knows how students construct scientific knowledge and develop scientific habits of mind.*
- 2. The teacher knows commonly held conceptions about science and how they affect student learning.*

Element	Unacceptable	Acceptable	Target
<i>2.1 Knowledge-Understanding Human Development and Learning</i>		<b>X</b>	

**2.1** The program provides evidence that teacher candidates demonstrate an adequate understanding of the conceptions students are likely to bring to class that can interfere with learning the science. Evidence provided: syllabi from secondary science methods course, secondary science practicum experience, teaching culturally diverse learners course, completed EDCI 302 evaluations, reflections from teacher performance assessment process

***Performance***

- 1. The teacher identifies students' conceptions about the natural world.*
- 2. The teacher engages students in constructing deeper understandings of the natural world.*

Element	Unacceptable	Acceptable	Target
2.2 Performance- <i>Provide Opportunities for Development</i>		<b>X</b>	

**2.2** The program provides evidence that teacher candidates demonstrate an adequate ability to carry out activities that facilitate students' conceptual development in science. Evidence provided: teacher performance assessment (TPA) documents completed by candidate, evidence from assessment for pre-service teaching, evaluations from mentor teachers

***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.***

***Knowledge***

- 1. The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.*
- 2. The teacher understands how to implement scientific inquiry.*
- 3. The teacher understands how to engage students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge- <i>Understanding Multiple Learning Strategies</i>		<b>X</b>	

**4.1** The program provides evidence that teacher candidates demonstrate an adequate understanding of methods of inquiry and how to apply mathematics and technology to analyze, interpret, and display data. Evidence provided: syllabus from secondary science methods course & secondary science practicum experience; SPS PT inquiry activity; completed EDCI 302 evaluations; completed teacher performance assessment planning documents, interview with alumnus of program (current high school teacher).

***Performance***

- 1. The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.*
- 2. The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.*
- 3. The teacher engages students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.*

Element	Unacceptable	Acceptable	Target
4.2 Performance-Application of Multiple Learning Strategies		<b>X</b>	

**4.2** The program provides evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and demonstrations for larger groups, where appropriate, to facilitate students' critical thinking, problem solving, and performance skills. Evidence provided: teacher performance assessment (TPA) documents completed by candidates, evidence from assessment for pre-service teaching, evaluations from mentor teachers

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

***Knowledge***

1. The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data.
2. The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.
3. The teacher understands technical writing as a way to communicate science concepts and processes.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge-Communication Skills		<b>X</b>	

**6.1** The program provides evidence that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations). Evidence provided: syllabi from secondary science methods course, secondary science practicum experience, GEOL 361; candidate work portfolio from principles of structure and function course, technical writing samples from candidates

***Performance***

1. The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.
2. The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.
3. The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.

*4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.*

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

**6.2** The program provides evidence that teacher candidates demonstrate an adequate ability to engage students in the use of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations). Evidence provided: teacher performance assessment (TPA) planning documents completed by candidate, candidate work sample (Power Point presentation), evidence from assessment for pre-service teaching, evaluations from mentor teachers, student reflections from teacher performance assessment project

***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.***

***Knowledge***

*1. The teacher understands the importance of keeping current on research related to how students learn science.*

*2. The teacher understands the importance of keeping current on scientific research findings.*

Element	Unacceptable	Acceptable	Target
<i>9.1 Professional Commitment and Responsibility as Reflective Practitioners</i>		<b>X</b>	

**9.1.** The program provides evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science. Evidence provided: assessments for pre-service teaching, Power Point presentations from candidates, current events paper from candidates, candidate lesson plans, interview with alumnus of program (current high school teacher)

***Performance***

*1. The teacher incorporates current research related to student learning of science into science curriculum and instruction.*

*2. The teacher incorporates current scientific research findings into science curriculum and instruction.*

Element	Unacceptable	Acceptable	Target
<i>9.2 Developing in the Art and Science of Teaching</i>		<b>X</b>	

**9.2** The program provides evidence that teacher candidates demonstrate an adequate ability to incorporate an understanding of recent developments in their fields and knowledge of how students learn science into instruction. Evidence provided: assessments for pre-service teaching, reflection from teacher performance assessment projects, teacher performance assessment planning documents, candidate lesson plans, video evidence of candidates teaching

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

***Knowledge***

- 1. The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.*
- 2. The teacher knows how to properly dispose of waste materials.*
- 3. The teacher knows how to properly care for, inventory, and maintain materials and equipment.*
- 4. The teacher is aware of legal responsibilities associated with safety.*
- 5. The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.*
- 6. The teacher knows how to procure and use Material Safety Data Sheets (MSDS).*

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

**11.1** The program provides evidence that teacher candidates demonstrate an adequate ability to model safe practices in classroom and storage area in the following: 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals. Evidence provided: assessment for pre-service teaching; course syllabi from the following subjects: biology, chemistry, geology; lab safety manuals; completed teacher performance assessment documents from candidates, lesson plan example from candidates, video evidence of candidates teaching, interview with alumnus of program (current high school teacher)

***Performance***

1. The teacher develops instruction that uses appropriate materials and ensures a safe environment.
2. The teacher creates and ensures a safe learning environment by including appropriate documentation of activities.
3. The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.
4. The teacher models safety at all times.
5. The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.
6. The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.
7. The teacher evaluates lab and field activities for safety.
8. The teacher evaluates a facility for compliance to safety regulations.
9. The teacher uses safety procedures and documents safety instruction.
10. The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.
11. The teacher implements laboratory, field, and demonstration safety techniques.

Element	Unacceptable	Acceptable	Target
11.2 Performance- Creating a Safe Learning Environment		<b>X</b>	

**11.2** The program provides evidence that teacher candidates demonstrate an adequate ability to model safe practices in classroom and storage area in the following: 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals. Evidence provided: assessment for pre-service teaching; course syllabi from the following subjects: biology, chemistry, geology; lab safety manuals; completed teacher performance assessment documents from candidates, lesson plan example from candidates, video evidence of candidates teaching, interview with alumnus of program (current high school teacher)

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

***Knowledge***

1. The teacher knows a broad range of laboratory and field techniques.
2. The teacher knows strategies to develop students' laboratory and field skills.

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<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>12.1 Knowledge- Understanding of Laboratory and Field Experiences</i>		<b>X</b>	

**12.1** The program provides evidence that teacher candidates demonstrate an adequate ability to explain the importance of laboratory and field activities in the learning of science. Evidence provided: course syllabi from the following subjects: biology, chemistry, geology; mentor teacher evaluations; interview with mentor teacher, candidate lesson plans

***Performance***

- 1. The teacher engages students in a variety of laboratory and field techniques.*
- 2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>12.2 Performance-Effective Use of Laboratory and Field Experiences</i>		<b>X</b>	

**12.2** The program provides evidence that teacher candidates engage students in experiencing the phenomena they are studying by means of laboratory and field exercises. Evidence provided: teacher performance assessment (TPA) documents completed by candidate, evidence from assessments for pre-service teaching, interview with mentor teacher, video evidence of candidates teaching in a lab setting

**Recommended Action Science**

- Approved  
 Approved Conditionally  
 Not Approved

**Idaho Standards for Biology Teachers**

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

***Knowledge***

- 1. The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism.*
- 2. The teacher knows the currently accepted taxonomy systems used to classify living things.*
- 3. The teacher understands scientifically accepted theories of how living systems evolve through time.*
- 4. The teacher understands that genetic material and characteristics are passed between generations.*
- 5. The teacher knows biochemical processes that are involved in life functions.*
- 6. The teacher knows that living systems interact with their environment and are interdependent with other systems.*
- 7. The teacher understands that systems in living organisms maintain conditions necessary for life to continue.*
- 8. The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.*
- 9. The teacher understands how matter and energy flow through living and non-living systems.*
- 10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.1 Knowledge-Subject Matter and Structure of Biology</i>		<b>X</b>	

**1.1** The program provides evidence that teacher candidates demonstrate adequate of understanding of biology content and the nature of biological knowledge. Evidence provided: syllabi from biology and genetics courses; PRAXIS scores; candidate work samples from the following subjects: BIO115, BIO421 final exam, BIO213, BIOL 115 final exam, Genetics 3 exam

***Performance***

- 1. The teacher prepares lessons that help students understand the flow of matter and energy through living systems.*
- 2. The teacher assists students in gaining an understanding of the ways living things are interdependent.*
- 3. The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.*
- 4. The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.*
- 5. The teacher helps students understand how genetic “information” is translated into living tissue and chemical compounds necessary for life.*

6. *The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.*
7. *The teacher helps students understand the ways living organisms are adapted to their environments.*
8. *The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.*
9. *The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques. .*
10. *The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.*
11. *The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, burning fossil fuels, seeding clouds, and making snow).*
12. *The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.*

Element	Unacceptable	Acceptable	Target
<i>1.2 Performance-Making Biology Meaningful</i>		<b>X</b>	

**1.2** The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of biology, tools of inquiry, structure of biological knowledge, and the processes of biology meaningful to students through the use of materials and resources that support instructional goals; and the use of learning activities, including laboratory and field activities that are consistent with curriculum goals and reflect principles of effective instruction. Evidence provided: teacher performance assessment (TPA) documents completed by candidates, evidence from assessment for pre-service teaching, mentor teacher evaluations, candidate lesson plans, video evidence of candidates teaching lesson plans, student work samples

**Recommended Action Biology**

- Approved  
 Approved Conditionally  
 Not Approved

**Idaho Standards for Chemistry Teachers**

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

***Knowledge***

- 1. The teacher understands the fundamental components and procedures of chemistry and how they interact to create a holistic understanding of matter and energy.*
- 2. The teacher knows the fundamental principles of chemistry, including kinetic molecular theory, periodicity and atomic structure, solutions, stoichiometry, and chemical reactions.*
- 3. The teacher knows organic chemistry, inorganic chemistry, analytic chemistry, physical chemistry, and biochemistry.*
- 4. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.*
- 5. The teacher knows alternative explanations and models of chemistry concepts.*

Element	Unacceptable	Acceptable	Target
<i>1.1 Knowledge Subject Matter and Structure of Chemistry</i>		<b>X</b>	

**1.1** The program provides evidence that teacher candidates demonstrate an adequate understanding of chemistry content and the nature of chemical knowledge. Evidence provided: course syllabi, tests completed by candidates, PRAXIS scores.

***Performance***

- 1. The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.*
- 2. The teacher uses scientific criteria to develop alternative models to explain chemistry concepts.*
- 3. The teacher models the application of mathematical concepts for chemistry (e.g., factor-label method, statistical analysis of data, and problem-solving skills).*

Element	Unacceptable	Acceptable	Target
<i>1.2 Performance- Making Chemistry Meaningful</i>		<b>X</b>	

**1.2** The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of chemistry, tools of inquiry, structure of chemical knowledge, and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including

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laboratory and field activities , that are consistent with curriculum goals and reflect principles of effective instruction.. Evidence provided: evaluation of student teaching performance and assessment for pre-service teaching, candidate lesson plans, video evidence of candidates teaching

**Recommended Action Chemistry**

Approved

Approved Conditionally

Not Approved

**Idaho Standards for Earth and Space Science Teachers**

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

**Knowledge**

1. The teacher knows how local events can potentially impact local, regional, and global conditions.
2. The teacher understands the rock cycle and the classification systems for rocks and minerals.
3. The teacher understands the interaction among mountain building, earthquakes, oceanic trenches, volcanoes, and continental drift as explained by the theory of plate tectonics.
4. The teacher understands the relationship between the sun, moon and earth in explaining phenomena.
5. The teacher knows earth history as interpreted using scientific evidence.
6. The teacher understands the composition of the earth and its atmosphere.
7. The teacher understands the processes of erosion, weathering, and soil development (e.g., mass wasting, spheroidal weathering, alluvial fans, physical and chemical weathering, glaciers, stream valleys, cirques, and stream terraces).
8. The teacher knows the multiple scientific theories of the origin of galaxies, planets, and stars.
9. The teacher understands the concept of the interaction of forces and other physical science concepts about earth and astronomical change.
10. The teacher understands the flow of energy and matter through earth and astronomic systems.
11. The teacher knows the concepts of weather and climate.
12. The teacher understands ocean environments and how the physical forces on the surface of the earth interact with them.

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.1 Subject Matter and Structure of Earth and Space Science</i>		<b>X</b>	

**1.1** The program provides evidence that teacher candidates demonstrate an adequate understanding of earth and space science content and the nature of earth and space science knowledge and understand and are able to articulate the importance of engaging in the process of science. Evidence provided: course syllabi, tests completed by candidates, PRAXIS scores.

***Performance***

- 1. The teacher helps students understand the flow of energy and matter through earth and space systems.*
- 2. The teacher helps students understand seasonal changes in terms of the relative position and movement of the earth and sun.*
- 3. The teacher helps students understand the causes of weather and climate in relation to physical laws of nature.*

4. *The teacher helps students understand the types of rocks and how they change from one type of rock to another as they move through the rock cycle.*
5. *The teacher helps students understand the theory of plate tectonics, including continental drift, volcanism, mountain building, ocean trenches, and earthquakes.*
6. *The teacher helps students understand how scientists use indirect methods, including knowledge of physical principles, to learn about astronomical objects .*
7. *The teacher helps students understand how accepted scientific theories about prehistoric life are developed.*
8. *The teacher assists students as they critically evaluate the quality of the data on which scientific theories are based.*
9. *The teacher helps students understand the movement of air, water, and solid matter in response to the flow of energy through systems.*

Element	Unacceptable	Acceptable	Target
<i>1.2 Making Earth and Space Science Meaningful</i>		<b>X</b>	

**1.2** The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of earth and space science, tools of inquiry, structures of earth and space science knowledge, and the processes of earth and space science meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction. Evidence provided: candidate lesson plans, video evidence of candidates teaching, student learning activities/assignments

**Recommended Action Earth and Space Science**

- Approved  
 Approved Conditionally  
 Not Approved

**Idaho Standards for Physics Teachers**

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

***Knowledge***

- 1. The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.*
- 2. The teacher understands the major concepts and principles of the basic areas of physics, including mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.*
- 3. The teacher knows how to apply appropriate mathematical principles of algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.*
- 4. The teacher understands contemporary physics events and research.*
- 5. The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.*
- 6. The teacher knows the history of the development of models used to explain physical phenomena and is able to explain why models were considered appropriate when they were developed.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.1 Knowledge-Subject Matter and Structure of Physics</i>		<b>X</b>	

**1.1** The program provides evidence that teacher candidates demonstrate an adequate understanding of physics content. Evidence provided: course syllabi, tests completed by candidates, PRAXIS scores

***Performance***

- 1. The teacher engages students in developing and applying conceptual models to describe the natural world.*
- 2. The teacher engages students in testing and evaluating physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.*
- 3. The teacher engages students in the appropriate use of mathematical principles in examining and describing models for explaining physical phenomena.*
- 4. The teacher engages student in the examination and consideration of the models used to explain the physical world.*

<i>1.2 Performance-Making Physics Meaningful</i>		<b>X</b>	
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**1.2** The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts of physics, tools of inquiry, structure of physics knowledge, and the processes of physics meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities and demonstrations , that are consistent with curriculum goals and reflect principles of effective instruction. Evidence provided: student lesson plan, mentor teacher interview, video evidence of candidates teaching

**Recommended Action Physics**

- Approved
- Approved Conditionally
- Not Approved

**Idaho Standards for Foreign Language Teachers**

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

***Knowledge***

- 1. The teacher knows the target language and understands the culture(s) in which the language is used.*
- 2. The teacher understands key linguistic structures particular to the target language and the way(s) in which they compare to English communication patterns.*
- 3. The teacher knows the history and literature of the target culture(s).*
- 4. The teacher knows the current social, political, and economic realities of the countries related to the target language.*
- 5. The teacher knows the commonly held stereotypes of the target culture(s).*
- 6. The teacher understands the impact of the target language and culture(s) on American society.*
- 7. The teacher knows the similarities and differences between the students' culture(s) and the target culture(s).*
- 8. The teacher understands the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, writing, and culture.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.1 Knowledge-Understanding Subject Matter</i>		<b>X</b>	

**1.1** Perusing student work samples, Praxis II scores, checking candidate files and transcripts, and interviews with a completer and a candidate provide evidence that teacher candidates demonstrate an adequate understanding of state and national foreign language standards, language skills, and target cultures.

***Performance***

- 1. The teacher incorporates listening, speaking, reading, writing, and culture into instruction.*
- 2. The teacher articulates the value of foreign language learning to students, educators, and the community.*
- 3. The teacher uses the target language extensively in formal, informal, and conversational contexts and encourages the students to do so.*
- 4. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.*
- 5. The teacher systematically incorporates culture into instruction.*
- 6. The teacher incorporates discussions of the target culture's contributions to the students' culture.*
- 7. The teacher encourages students to understand that culture and language are intrinsically tied.*

*8. The teacher makes generous use of cognates and expressions common to English and the foreign language when those comparisons will further the students' understanding and fluency.*

Element	Unacceptable	Acceptable	Target
<i>1.2 Performance-Making Subject Matter Meaningful</i>		<b>X</b>	

**1.2** Perusing student work samples, Praxis II scores, checking candidate files and transcripts, and interviews with a completer and a candidate provide evidence that teacher candidates demonstrate an adequate ability to articulate the value of foreign language learning and to plan, create, and execute a language and cultural learning experience in the target language.

**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.**

**Knowledge**

- 1. The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.*
- 2. The teacher understands that the development of cultural knowledge is essential for second language acquisition.*
- 3. The teacher understands how to create an instructional environment that encourages students to take the risks necessary for successful language learning.*

Element	Unacceptable	Acceptable	Target
<i>2.1 Knowledge-Understanding Human Development and Learning</i>		<b>X</b>	

**2.1** Checking candidate files and transcripts, interviews with a completer and a candidate, and perusing student work samples provide evidence that teacher candidates demonstrate adequate understanding of the process and acquisition of second language learning including viewing, listening, speaking, reading, and writing skills.

**Performance**

- 1. The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.*

Element	Unacceptable	Acceptable	Target
<i>2.2 Performance- Provide Opportunities for Development</i>		<b>X</b>	

**2.2** Checking candidate files and transcripts, interviews with a completer and a candidate, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate ability to build upon native language skills with new, sequential, long-range, and continuous experiences in the target language.

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

**Knowledge**

*1. The teacher understands that gender, age, socioeconomic background, ethnicity, and other factors play a role in how individuals perceive and relate to their own culture and that of others.*

Element	Unacceptable	Acceptable	Target
<i>3.1 Knowledge- Understanding of Individual Learning Needs</i>		<b>X</b>	

**3.1** Interviews with a completer and a candidate, checking candidate files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate understanding of how the roles of gender, age, socioeconomic background, ethnicity, and other factors relate to individual perception of self and others.

**Performance**

*1. The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.*

Element	Unacceptable	Acceptable	Target
<i>3.2 Performance- Accommodating Individual Learning Needs</i>		<b>X</b>	

**3.2** Interviews with a completer and a candidate, checking candidate files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate

ability to create a learning activity that enables students to grasp the significance of cultural differences and similarities.

***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.***

***Knowledge***

*1. The teacher understands that foreign language methodology continues to change.*

Element	Unacceptable	Acceptable	Target
<i>4.1 Knowledge-Understanding of multiple learning strategies</i>		<b>X</b>	

**4.1** Interviews with a completer and a candidate, checking candidate files and transcripts, Praxis II scores, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate understanding of how to use and adapt authentic materials for foreign language instruction.

***Performance***

*1. The teacher uses a variety of instructional strategies to enhance students' understanding of the target language and culture.*

Element	Unacceptable	Acceptable	Target
<i>4.2 Performance-Application of multiple learning strategies</i>		<b>X</b>	

**4.2** Interviews with a completer and a candidate, checking candidate files and transcripts, Praxis II scores, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate ability to use and adapt authentic materials for foreign language instruction.

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

***Knowledge***

*1. The teacher understands how to incorporate the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.*

Element	Unacceptable	Acceptable	Target
<i>7.1 Knowledge-Instructional Planning Skills</i>		<b>X</b>	

**7.1** Interviews with a completer and a candidate, checking candidate files and transcripts, perusing student work samples, and Praxis II scores provide evidence that teacher candidates demonstrate an adequate understanding of how to incorporate the ACTFL Standards for Foreign language learning of communication, cultures, connections, comparisons, and communities into instructional planning.

***Performance***

*1. The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.*

Element	Unacceptable	Acceptable	Target
<i>7.2 Performance-Instructional Planning</i>		<b>X</b>	

**7.2** Interviews with a completer and a candidate, checking candidate files and transcripts, perusing student work samples, and Praxis II scores provide evidence that teacher candidates incorporate the ACTFL Standards for Foreign language learning of communication, cultures, connections, comparisons, and communities into instructional planning.

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

***Knowledge***

*1. The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.*

*2. The teacher understands the need to assess progress in the five language acquisition skills (listening, speaking, reading, writing, and culture).*

Element	Unacceptable	Acceptable	Target
<i>8.1 Knowledge-Assessment of Student Learning</i>		<b>X</b>	

**8.1** Checking candidate files and transcripts, interviews with a completer and a candidate, Praxis II scores, and perusing student work samples provide evidence that teacher candidates

demonstrate adequate understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding.

***Performance***

1. *The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.*
2. *The teacher employs a variety of ways of assessing the five language skill areas.*
3. *The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>8.2 Performance-Using and interpreting program and student assessment strategies</i>		<b>X</b>	

**8.2** Checking candidate files and transcripts, interviews with a completer and a candidate, Praxis II scores, and perusing student work samples provide evidence that teacher candidates demonstrate adequate ability to use formal and informal assessment techniques to enhance individual student competencies in foreign language learning and modify teaching and learning strategies.

***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.***

***Knowledge***

1. *The teacher knows about career and other opportunities available to students proficient in a foreign language.*
2. *The teacher is aware of opportunities for students and teachers to communicate with native speakers.*

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

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**10.1** Interviews with a completer and a candidate, Praxis II scores, checking candidate files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate adequate understanding of foreign language career and life opportunities available to foreign language students, opportunities to communicate in the language with native speakers, and to participate in community experiences related to the target culture.

***Performance***

- 1. The teacher informs students of career and other opportunities available to students proficient in a foreign language.*
- 2. The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.*
- 3. The teacher encourages students to participate in community experiences related to the target culture.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>10.2 Performance- Utilization of community resources.</i>		<b>X</b>	

**10.2** Interviews with a completer and a candidate, Praxis II scores, checking candidate files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate adequate ability to provide learning opportunities about career awareness, communication in the target language, and cultural enrichment.

**Recommended Action Foreign/Modern Languages**

- Approved  
 Approved Conditionally  
 Not Approved

**Idaho Foundation Standards for Visual and Performing Arts**

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

***Knowledge***

- 1. The teacher has an understanding of the history and foundation of arts education.*
- 2. The teacher has a thorough understanding of the processes and content of the arts discipline being taught.*
- 3. The teacher understands the interrelations among the arts disciplines.*
- 4. The teacher understands how the arts enhance what is taught across the curricula.*
- 5. The teacher understands how to interpret, critique, and evaluate the arts discipline being taught.*
- 6. The teacher knows the cultural and historical contexts surrounding works of art.*
- 7. The teacher understands that the arts communicate, challenge, and influence cultural and societal values.*
- 8. The teacher understands the aesthetic and artistic purposes of the arts.*
- 9. The teacher understands how to explore philosophical and ethical issues related to the arts.*
- 10. The teacher understands that the arts involve a variety of perspectives and viewpoints (e.g., formalist, feminist, social, and political).*
- 11. The teacher knows about the multiple contexts in which the arts exist, including traditional and alternative settings.*
- 12. The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.1 Knowledge Understanding Subject Matter</i>		<b>X</b>	

**1.1** Interviews with cooperating teachers, Praxis II scores, checking student files, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate knowledge and understanding of historical, critical, performance, and aesthetic concepts, and a technical and expressive proficiency in a particular area of the visual and performing arts.

***Performance***

- 1. The teacher provides students with a knowledge base of historical, critical, performance, and aesthetic concepts.*
- 2. The teacher helps students create, understand, and become involved in the arts relevant to students' interests and experiences.*
- 3. The teacher demonstrates technical and expressive proficiency in the particular arts discipline being taught.*
- 4. The teacher provides instruction to make traditional, popular, folk, and contemporary arts understandable and relevant to students.*

*5. The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.*

Element	Unacceptable	Acceptable	Target
<i>1.2 Performance Making Subject Matter Meaningful</i>		<b>X</b>	

**1.2** Candidate reflections, Candidate and student arrangements/compositions and contemporary music arrangements, and class syllabi provide evidence that teacher candidates demonstrate an adequate ability to help students create, understand, and participate in the traditional, popular, folk, and contemporary arts as relevant to the students’ interests and experiences and an ability to instruct students in interpreting and judging their own compositions and performances, as well as those of others. This evidence relied heavily on the music program provided evidences.

***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.***

***Knowledge***

*1. The teacher understands how to integrate kinesthetic learning into the art medium being taught.*

Element	Unacceptable	Acceptable	Target
<i>4.1 Knowledge Understanding of Classroom Motivation and Management Skills</i>		<b>X</b>	

**4.1** Course syllabi describing instruction in Kodaly and Orff methods, interviews with faculty and candidates, and student work samples provide evidence that teacher candidates demonstrate an adequate knowledge of how to use multiple strategies to integrate kinesthetic learning into arts instruction.

***Performance***

*1. The teacher integrates kinesthetic learning into art instruction (e.g., Kodaly and Orff music techniques, pottery techniques, and choreography).*

Element	Unacceptable	Acceptable	Target
<i>4.2 Performance Application of multiple instructional strategies</i>		<b>X</b>	

**4.2** Student work samples, candidate interviews, and analyzing teacher lesson plans provide evidence that teacher candidates demonstrate adequate knowledge and use of a variety of instructional strategies that integrate kinesthetic learning into arts instruction.

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

**Knowledge**

*1. The teacher understands the multiple communication techniques that are unique to the arts classrooms (e.g., combinations of nonverbal communication, performance demonstration, conducting gestures, and mime).*

Element	Unacceptable	Acceptable	Target
<i>6.1 Knowledge Communication Skills</i>		<b>X</b>	

**6.1** Interviews with cooperating teachers, checking student files, and perusing student work samples provide evidence that teacher candidates demonstrate adequate knowledge of multiple communication techniques.

**Performance**

*1. The teacher uses multiple communication techniques simultaneously in the arts classroom.*

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

**6.2** Observing music teacher candidates showing non-verbal communication, analyzing teacher lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to use multiple communication techniques simultaneously in the arts classroom.

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

***Knowledge***

*1. The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>7.1 Knowledge Instructional Planning Skills</i>		<b>X</b>	

**7.1** Interviews with cooperating teachers and teacher candidates and consistent lesson plan expectations in the course syllabi provide evidence that teacher candidates demonstrate an in-depth knowledge that the processes and tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.

***Performance***

*1. The teacher demonstrates that the processes and uses of the tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.*

<i>7.2 Performance Instructional Planning</i>		<b>X</b>	
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**7.2** Interviews with cooperating teachers, sample teacher lesson plans with faculty feedback, and observing candidates' teaching through video samples provide evidence that teacher candidates plan and prepare instruction based upon complex and differentiated consideration of the sequential, holistic, and cumulative processes and tools necessary for the communication of ideas in the arts.

**Recommended Action Visual and Performing Arts**

- Approved
- Approved Conditionally
- Not Approved

**Idaho Standards for Visual Arts Teachers**

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

***Knowledge***

- 1. The teacher knows the formal and expressive aesthetic qualities of the visual arts.*
- 2. The teacher knows a variety of media, styles, and techniques in multiple art forms.*
- 3. The teacher understands the historical and contemporary meanings of visual culture.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.1 Knowledge Understanding Subject Matter</i>		<b>X</b>	

1.1: Praxis II scores, syllabi, advisory sheets, and class assignments indicate that teacher candidates demonstrate an adequate understanding of formal and expressive aesthetic qualities of the visual arts; a variety of media, styles, and techniques in multiple arts forms; and the historical and contemporary meanings of visual culture.

***Performance***

- 1. The teacher applies the knowledge of formal and aesthetic qualities to communicate ideas in the visual arts.*
- 2. The teacher applies a variety of media, styles, and techniques in multiple art forms.*
- 3. The teacher instructs students in the historical and contemporary meanings of visual culture.*
- 4. The teacher supports individual interpretation and expression in the visual arts.*
- 5. The teacher makes reasoned and insightful selections of works of art to support teaching goals.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.2 Performance Making Subject Matter Meaningful</i>		<b>X</b>	

1.2: Review of syllabi, assignments, lesson plans, as well as interviews and analysis of edTPA’s indicate that candidates are able to apply adequate knowledge of formal and expressive aesthetic qualities to communicate ideas and instructs students in the historical and contemporary meanings of visual culture. Evidence provided using instructor feedback indicates that some candidates may have difficulty effectively communicating ideas in historical and contemporary meanings of visual arts. However, only one feedback form was available to look at and may not

indicate a weakness with the program at all. There was little evidence found to indicate candidates are able to support individual interpretation and expression in the visual arts; one of the performance indicators from the *Idaho Standards for Initial Certification of Professional School Personnel*.

***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.***

***Knowledge***

*1. The teacher knows how to create an instructional environment that is emotionally and intellectually safe.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>4.1 Knowledge Understanding of Classroom Motivation and Management Skills</i>	<b>X</b>		

4.1: A review of provided evidence, lesson plans, evaluations, interviews and edTPA's provide little or no evidence that the teacher candidate knows how to create an instructional environment that is physically, emotionally and intellectually safe. Some lesson plans found indicate potential safety concerns that might need to be addressed but these did not indicate how safety concerns might be addressed. No evidence was found to indicate that the candidate knows how to create an instructional environment that is emotionally or intellectually safe.

***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.***

***Knowledge***

*1. The teacher knows how to express his/her own feelings and values through the meaningful creation of his/her own artwork.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners</i>	<b>X</b>		

9.1: A review of web site provided evidence, NCATE provided syllabi, assignments, interviews, and edTPA's provides little or no evidence that teacher candidates have a knowledge of how to express his/her own feelings and values through the meaningful creation of his/her own artwork. Although Art & Design BS Art Education advisory sheets indicate that candidates are expected to take multiple art classes, no syllabi, assignments, or art work from these classes were found. The only artwork provided by candidates were samples for lessons being taught to classmates or in classrooms.

***Performance***

*1. The teacher demonstrates studio skills and an understanding of their own art making processes.*

Element	Unacceptable	Acceptable	Target
<b>9.2 Performance Developing in the Art and Science of Teaching (same as Core Rubrics)</b>	<b>X</b>		

9.2: Although the Art & Design BS Art Education advisory sheet indicates that candidates are required to take multiple art classes throughout their program. However, no evidence was provided or found from any art classes to indicate that the candidate knows how to create an instructional environment that is physically, emotionally, and intellectually safe, knows how to express his/her own feelings and values through the meaningful creation of this/her own artwork, or demonstrates studio skills and an understanding of their own art making process.

**Areas for Improvement:**

Student advisory sheets and university catalog course of study requirements for Art Education indicate that candidates are required to take numerous art methods courses throughout their program. However, no evidence was provided from these classes to indicate

**Recommended Action Visual Arts**

- Approved
- Approved Conditionally
- Not Approved

**Idaho Standards for Music Teachers**

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

***Knowledge***

- 1. The teacher understands how to find and select appropriate music repertoire for various educational purposes.*
- 2. The teacher knows representative solo, small ensemble, and large ensemble works of the past and present.*
- 3. The teacher understands how to perform written accompaniments on a music keyboard or chord instrument and how to transpose accompaniments to appropriate keys.*
- 4. The teacher knows techniques in improvising, composing, and arranging music.*
- 5. The teacher knows fundamental instrumental and pedagogical techniques to teach wind, string, and percussion instruments to beginning students in groups.*
- 6. The teacher knows fundamental vocal and pedagogical techniques to teach effective use of the voice.*
- 7. The teacher knows the technical and symbolic language of music.*
- 8. The teacher understands how to evaluate music and music performance.*
- 9. The teacher understands the acoustical challenges of presenting successful performances in various types of facilities.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.1 Knowledge-Understanding Subject Matter</i>			X

**1.1** Music Praxis scores, interviews with mentor teachers and course syllabi provide evidence that teacher candidates demonstrate an in-depth understanding of improvisation, composition, and arranging in a variety of styles and settings; to perform vocally and on wind/string/percussion instruments to teach individual beginning students; and to perform as a vocalist or instrumentalist

**Performance**

1. The teacher demonstrates an ability to improvise, compose, and arrange in a variety of styles and settings.
2. The teacher sufficiently performs on wind, string, and percussion instruments to teach beginning students in groups.
3. The teacher demonstrates fundamental vocal and pedagogical skill to teach effective use of the voice.
4. a. The instrumental teacher demonstrates experience in instrumental solo and ensemble performances.
- or-
- b. The vocal teacher demonstrates experience in vocal solo and ensemble performances.
5. a. The instrumental teacher effectively uses the singing voice for instructional purposes.

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-or-

b. The vocal teacher effectively uses at least one instrument for instructional purposes.

Element	Unacceptable	Acceptable	Target
<i>1.2 Performance-Making Subject Matter Meaningful</i>			<b>X</b>

**1.2** Recordings and print copies of candidate and student compositions, university students' ensemble and solo performance recordings, and observing candidates teaching beginning instrument skills provide evidence that teacher candidates demonstrate an in-depth ability to improvise, compose, and arrange in a variety of styles and settings; to perform sufficiently vocally and on wind/string/percussion instruments to teach groups of beginning students; and to perform as a vocalist or instrumentalist.

**Recommended Action Music**

- Approved  
 Approved Conditionally  
 Not Approved

**Idaho Standards for Physical Education Teachers**

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

***Knowledge***

- 1. The teacher understands the components of physical fitness and their relationship to a healthy lifestyle.*
- 2. The teacher understands the sequencing of motor skills (K-12).*
- 3. The teacher understands human anatomy and physiology (structure and function), exercise physiology, and bio-mechanical principles*
- 4. The teacher knows the appropriate rules, etiquette, instructional cues, and skills for physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).*
- 5. The teacher understands that daily physical provides opportunities for enjoyment, challenge, self-expression, and social interaction.*
- 6. The teacher understands Adaptive Physical Education and how to work with students with special and diverse needs (e.g., various physical abilities and limitations, culture, and gender).*
- 7. The teacher understands technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system).*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.1 Knowledge Subject Matter and Structure of the Discipline</i>			<b>X</b>

**1.1** Conducting interviews with faculty, teacher candidates and recent graduates, analyzing assessments, candidate work, labs, website creation, and syllabi provides evidence that teacher candidates demonstrate an in-depth understanding of the components of physical fitness and their relationship to a healthy lifestyle; human anatomy and physiology (structure and function), exercise physiology appropriate rules, etiquette, instructional cues, and skills for physical education activities; Adaptive Physical Education and how to work with special and diverse student needs; and the sequencing of motor skills (K-12); opportunities for enjoyment, challenge, self-expression, and social interaction; and technology operations and concepts pertinent to physical activity.

***Performance***

- 1. The teacher instructs students about disciplinary concepts and principles related to physical activities, fitness, and movement expression.*
- 2. The teacher instructs students in the rules, skills, and strategies of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).*

3. *The teacher models a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).*
4. *The teacher models the use of technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system, and computer software).*

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

**1.2** Analysis of skill performance, teacher performance assessments, reflection journals, self-assessments, exams, and conducting interviews of faculty, teacher candidates, and recent graduates provides evidence that teacher candidates demonstrate an in-depth ability to create learning experiences that make physical education meaningful to students.

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

**Performance**

1. *The teacher assesses the individual physical activity, movement, and fitness levels of students and makes developmentally appropriate adaptations to instruction.*
2. *The teacher promotes physical activities that contribute to good health.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development			<b>X</b>

**2.2** Investigation of candidate unit plans, lesson plans, exams, motor assessments, teacher performance assessment, practicum, candidate teaching video, and interviews with faculty, teacher candidates, and recent graduates provides evidence that teacher candidates demonstrate an in-depth ability to assess the individual physical activity, movement, and fitness levels of students, make developmentally appropriate adaptations to instruction, and promote physical activities that contribute to good health.

**Standard 3: Modifying instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse**

***Performance***

*1. The teacher provides opportunities that incorporate individual variations in movement to help students gain physical competence and confidence.*

Element	Unacceptable	Acceptable	Target
<b>3.2 Performance Accommodating Individual Learning Needs</b>			<b>X</b>

**3.2** Analyzing candidate projects, portfolios, lesson plans, self-assessment, reflection journals, practicum, curriculum project, and conducting interviews with faculty, teacher candidates and recent graduates provides evidence that teacher candidates demonstrate an in-depth ability to create opportunities that incorporate individual variations to movement and to help students gain physical competence and positive self-esteem.

***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.***

***Knowledge***

- 1. The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education settings.*
- 2. The teacher knows strategies to help students become self-motivated in physical education.*
- 3. The teacher understands that individual performance is affected by anxiety.*
- 4. The teacher understands principles of effective management in indoor and outdoor movement settings.*

Element	Unacceptable	Acceptable	Target
<i>5.1 Knowledge Understanding of Classroom Motivation and Management Skills</i>			<b>X</b>

**5.1** Analysis of syllabi, lesson and unit plans, candidate practicum, performance assessments behavior management, student performance, and conducting interviews with faculty, teacher candidates, and recent graduates provides evidence that teacher candidates demonstrate an in-depth understanding of how to help students cultivate responsible personal and social behaviors.

***Performance***

*1. The teacher implements strategies, lessons, and activities to promote positive peer relationships (e.g., mutual respect, support, safety, sportsmanship, and cooperation).*

2. *The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.*
3. *The teacher utilizes principles of effective management in indoor and outdoor movement settings.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments</i>			<b>X</b>

**5.2** Analysis of candidate lesson plans, portfolios, teaching videos, risk management plan, candidate created exams, and conducting interviews with faculty, teacher candidates, and recent candidates provides evidence that teacher candidates demonstrate an in-depth ability to effectively manage physical activity in indoor and outdoor settings and promote positive peer relationships and appropriate motivational strategies for participation in physical activity.

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

**Knowledge**

1. *The teacher knows a variety of management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.*
2. *The teacher knows how to expand the curriculum through the use of community resources (e.g., golf courses, climbing walls, YMCA, and service organizations).*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>7.1 Knowledge Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals</i>			<b>X</b>

**7.1** Conducting interviews of faculty, teacher candidates and recent graduates, and analysis of syllabi, teacher candidate lesson rubrics, lesson and unit plans provides evidence that teacher candidates demonstrate an in-depth understanding of strategies to maximize physical education activity time and student success in physical education and how to expand the curriculum through the use of community resources.

***Performance***

*1. The teacher uses and assesses management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts</i>			<b>X</b>

**7.2** Investigation of candidate unit plans and lesson plans, practicum artifacts, teaching videos, and conducting interviews with faculty, teacher candidates and recent graduates provides evidence that teacher candidates demonstrate an in-depth ability to plan and prepare instruction to maximize physical education activity time and student success and to utilize community resources to expand the curriculum.

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

***Knowledge***

*1. The teacher knows how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>8.1 Knowledge Assessment of Student Learning</i>			<b>X</b>

**8.1** Analysis of syllabi, teacher candidate lesson and unit plans, self assessments, lab assignments quizzes and practicum tasks, as well as conducting interviews with faculty, teacher candidates and recent graduates provides evidence that teacher candidates demonstrate an in-depth understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

***Performance***

*1. The teacher uses a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.*

Element	Unacceptable	Acceptable	Target
<i>8.2 Performance Using and Interpreting Program and Student Assessment Strategies</i>			<b>X</b>

**8.2** Conducting interviews with faculty, teacher candidates, and recent graduates, and analyzing teacher candidate lesson and unit plans, self assessments, teaching videos, teaching portfolios, and observing student work and assessments provides evidence that teacher candidates demonstrate an in-depth ability to use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals to evaluate student performance and determine program effectiveness.

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

***Knowledge***

*1. The teacher knows how his/her personal physical fitness and activity levels may impact teaching and student motivation.*

Element	Unacceptable	Acceptable	Target
<i>9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners</i>			<b>X</b>

**9.1** Analyzing syllabi, teacher candidate lesson assignments, self assessments, lab work, exams, advocacy assignment, and teacher performance assessment, as well as conducting interviews with faculty, teacher candidates, and recent graduates provides evidence that teacher candidates demonstrate an in-depth understanding of how his/her personal physical fitness and activity levels may impact teaching and student motivation.

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

***Knowledge***

- 1. The teacher understands the inherent dangers involved in physical education activities.*
- 2. The teacher understands the need to consider safety when planning and providing instruction.*

3. *The teacher understands the factors that influence safety in physical education activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).*
4. *The teacher understands the level of supervision required for the health and safety of all students in all locations (e.g., teaching areas, locker rooms, and travel to off-campus activities).*
5. *The teacher understands school policies regarding student injury and medical treatment.*
6. *The teacher understands the steps for providing appropriate treatment for injuries occurring in physical education activities.*
7. *The teacher understands the appropriate steps when responding to safety situations.*
8. *The teacher knows cardiopulmonary resuscitation (CPR) and first aid.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>11.1 Knowledge Understanding of Student and Facility Safety</i>			<b>X</b>

**11.1** Analyzing syllabi, teacher candidate CPR Certification, lesson and unit plans and conducting interviews with faculty, teacher candidates, and recent graduates provides evidence that teacher candidates demonstrate an in-depth understanding of CPR, first aid, and factors that influence safety in physical education activity settings and the supervision and response required

***Performance***

1. *The teacher identifies, monitors, and documents safety issues when planning and implementing instruction to ensure a safe learning environment.*
2. *The teacher informs students of the risks associated with physical education activities.*
3. *The teacher instructs students in appropriate safety procedures for physical education activities and corrects inappropriate actions.*
4. *The teacher identifies and corrects potential hazards in physical education facilities, grounds, and equipment.*
5. *The teacher identifies and follows the steps for providing appropriate treatment for injuries occurring in physical education activities.*
6. *The teacher identifies safety situations and responds appropriately.*
7. *The teacher maintains CPR and first aid certification.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>11.2 Performance Creating a Safe Learning Environment</i>			<b>X</b>

**11.2** Analysis of teacher candidate lesson and unit plans, performance assessments, portfolios, and teaching videos, as well as interviews with faculty, teacher candidates, and recent graduates provides evidence that teacher candidates demonstrate an in-depth ability to provide and monitor

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FEBRUARY 27, 2014**

University of Idaho

Review Dates: April 6-9, 2013

for a safe learning environment and inform students of the risks associated with physical education activities.

**Recommended Action Physical Education**

Approved

Approved Conditionally

Not Approved

**Idaho Standards for Health Teachers**

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

***Knowledge***

- 1. The teacher understands the following content areas of health: fitness and personal health; health promotion and disease prevention; prevention and care of injuries; mental and emotional health; alcohol, tobacco, and other drugs; nutrition; relationships; growth, development, and family health; consumer health; health literacy; and community and environmental health.*
- 2. The teacher understands the following health risk behaviors: tobacco, alcohol, and other drug use; sexual behaviors that result in human immunodeficiency virus (HIV) infection, other sexually transmitted diseases (STDs), and unplanned pregnancies; poor dietary behaviors; lack of or excessive physical activity; and behaviors that result in intentional injury. .*
- 3. The teacher understands the relationship between health education content areas and youth risk behaviors.*
- 4. The teacher understands the concepts and components of coordinated school health, an approach where partnerships are developed within the school and community (components of coordinated school health: school environment, health education, school meals and nutrition, physical education, health services, counseling and mental health services, staff wellness, and parent/community partnerships).*
- 5. The teacher understands that health is multidimensional (e.g., physical, intellectual, emotional, social, cultural, spiritual, and environmental).*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.1 Subject Matter and Structure of the Discipline</i>		<b>X</b>	

- 1.1** Teacher candidate interviews, faculty interviews, praxis scores, syllabi, course offerings, Coordinated School Health assignments and observation of teacher candidate work provides evidence that teacher candidates demonstrate adequate understanding of health education; the importance of engaging students in identification of health risk behaviors; and the ability to describe for students the ways new knowledge in a content area is applied.

***Performance***

- 1. The teacher instructs students about increasing health-enhancing behaviors and about reducing health-risk behaviors.*

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

**1.2** Praxis scores, teacher candidate lesson and unit plans, observation of a standards matrix and interviews with faculty, teacher candidates and recent graduates, provides evidence that teacher candidates adequately instruct the students about health-enhancing behaviors, recognize the importance of modeling health-enhancing behaviors, and create learning environments that respect and are sensitive to controversial health issues.

***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.***

***Knowledge***

- 1. The teacher understands developmentally appropriate practices that motivate students to participate in health-enhancing behaviors.*
- 2. The teacher knows strategies and techniques that develop positive health behavior changes in students.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>5.1 Understanding of Classroom Motivation and Management Skills</i>		<b>X</b>	

**5.1** Teacher candidate lesson and unit plans, teacher candidate interviews, conducting faculty interviews, analyzing journal entries, syllabi, and teacher candidate work provides evidence that teacher candidates demonstrate adequate understanding of the principles of and strategies for motivating students to participate in physical activity and other health-enhancing behaviors, and classroom management for safe physical activity and health-enhancing behaviors.

***Performance***

- 1. The teacher motivates students to participate in positive health-enhancing behaviors inside and outside the school setting.*
- 2. The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments</i>		<b>X</b>	

**5.2** Conducting faculty, teacher candidate and recent graduate interviews, syllabi and perusing student work provides adequate evidence that teacher candidates demonstrate an adequate ability

to introduce, manage, and promote, health-enhancing behaviors related to personal and social choices.

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

***Knowledge***

*1. The teacher understands student jargon and slang associated with high-risk behaviors.*

Element	Unacceptable	Acceptable	Target
<b>6.1 Communication Skills</b>		<b>X</b>	

**6.1** Teacher candidate interviews, analyzing student work, including lesson plans and assignments, and reading course syllabi provides evidence that teacher candidates demonstrate an adequate understanding of how to model and use communication skills appropriate to the target audience and the terminology and slang associated with the at-risk behaviors

***Performance***

- 1. The teacher identifies and defines student jargon and slang associated with high-risk behaviors and translates these terms into terms appropriate to the educational setting.*
- 2. The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.*
- 3. The teacher creates a respectful learning environment that is sensitive to controversial health issues.*
- 4. The teacher applies techniques that aid in addressing sensitive issues (e.g., ground rules, question boxes, open-ended questions, and establishment of appropriate confidentiality).*
- 5. The teacher demonstrates the ability to use interpersonal communication skills to enhance health.*

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

**6.2** Analysis of student work, teacher candidates lesson and unit plans, oral interview assignment and interviews with faculty, teacher candidates and recent graduates provides evidence that teacher candidates demonstrate an adequate ability to create safe and sensitive learning experiences that promote student input, communication, and listening skills which facilitate responsible decision making and alternatives to high-risk behavior.

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

***Knowledge***

1. The teacher understands the differing community health values and practices.
2. The teacher understands how to access valid, appropriate health information and health-promoting products and services.
3. The teacher understands the influence of culture, media, technology, and other factors on health.

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals</i>		<b>X</b>	

**7.1** Analyzing teacher candidate assignments, conducting interviews with faculty, recent graduates and candidates, and reading syllabi provides evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based on knowledge health education, students, the community, and curriculum goals.

***Performance***

1. The teacher modifies instruction to reflect current health-related research and local health policies.
2. The teacher accesses valid, appropriate health information and health-promoting products and services.
3. The teacher analyzes the influence of culture, media, technology, and other factors on health.

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts</i>		<b>X</b>	

**7.2** Analyzing syllabi, teacher candidate work, prepared assignments, and conducting interviews with faculty, teacher candidates, and recent graduates provides evidence that teacher candidates demonstrate an adequate ability to plan and implement instruction reflective of current health research, trends, and local health policies compatible with community values and acceptable practices.

***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.***

***Knowledge***

*1. The teacher knows the laws and codes specific to health education and health services to minors.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>9.1 Professional Commitment and Responsibility as Reflective Practitioners</i>		<b>X</b>	

**9.1** Analysis of teacher candidate lesson plans, syllabi, and interviews with faculty, recent graduates and teacher candidates provides evidence that teacher candidates demonstrate an adequate understanding of laws and codes specific to health education and health services to minors.

***Performance***

*1. The teacher uses appropriate intervention following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>9.2 Developing in the Art and Science of Teaching</i>		<b>X</b>	

**9.2** Analysis of teacher candidate lesson plans and unit plans, syllabi, interviews with faculty and teacher candidates provides evidence that teacher candidates demonstrate an adequate ability to engage in appropriate intervention following the identification or disclosure of information of a sensitive nature and/or student involvement in a high-risk behavior.

***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.***

***Knowledge***

*1. The teacher understands methods of advocating for personal, family, and community health (e.g. letters to editor, community service projects, health fairs, and health races/walks).*

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

**10.1** Analyzing syllabi, teacher candidate work, interviews of faculty, teacher candidates and recent graduates provides evidence that teacher candidates understand methods of how to advocate for personal, family, and community health (e.g. letters to editor, community service projects, health fairs, and health races/walks).

***Performance***

- 1. The teacher demonstrates the ability to advocate for personal, family, and community health.*
- 2. The teacher works collaboratively to assess resources and advocate for a coordinated school health education program.*

Element	Unacceptable	Acceptable	Target
<i>10.2 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships</i>		<b>X</b>	

**10.2** Analyzing oral examinations and other student work, syllabi, surveys, interviews of faculty, teacher candidates, and recent graduates provides evidence that teacher candidates demonstrate the ability to advocate for personal, family, and community health

**Recommended Action Health Education**

- Approved  
 Approved Conditionally  
 Not Approved

**Idaho Foundation Standards for Professional-Technical Teachers**

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

***Knowledge***

- 1. The teacher knows basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.*
- 2. The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.*
- 3. The teacher knows pertinent terminology, logistics, and procedures for the occupational area.*
- 4. The teacher knows industry trends and workforce needs.*
- 5. The teacher knows workplace leadership models.*
- 6. The teacher understands the philosophical principles and the practices of professional-technical education.*
- 7. The teacher recognizes the importance of student leadership qualities in technical program areas.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
1.1 Knowledge-Understanding Subject Matter		<b>X</b>	

1.1 The programs provide evidence through the use of the course catalog, program of study advising sheets, Praxis II scores for some programs, an investigation of a variety of the course syllabi from various programs, and multiple examples of assignments from some programs provides evidence that the candidates demonstrate an understanding of content development and the unique qualities embedded in the professional-technical discipline.

***Performance***

- 1. The teacher maintains current technical skills and seeks continuous improvement.*
- 2. The teacher demonstrates specific occupational skills necessary for employment.*
- 3. The teacher uses current terminology and logistics for the occupational area.*
- 4. The teacher exhibits and promotes leadership skills in Professional-Technical Student Organizations (PTSO).*
- 5. The teacher writes and evaluates occupational objectives and competencies.*
- 6. The teacher uses a variety of technical instructional resources.*
- 7. The teacher assesses the occupational needs of the community.*
- 8. The teacher relates experiences designed to develop skills for successful employment.*
- 9. The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities).*

Element	Unacceptable	Acceptable	Target
<i>1.2 Performance-Making Subject Matter Meaningful</i>		<b>X</b>	

1.2 The programs provide evidence through the use of the course catalog, program of study advising sheets, Praxis II scores for some programs, an investigation of a variety of the course syllabi from various programs, and multiple examples of assignments from some programs provides evidence that the candidates demonstrate an understanding of content development and the unique qualities embedded in the professional-technical discipline.

1.3 The programs provide evidence that teacher candidates demonstrate an adequate ability in the promotion and integration of leadership skills through PTSO, evaluates and reflects on some occupational objectives and competencies through a variety of programs through lesson plans and demonstrates an adequate ability to develop curriculum that supports instructional goals.

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

***Knowledge***

- 1. The teacher knows the entry-level skills in the occupation.*
- 2. The teacher knows workplace culture and ethics.*
- 3. The teacher understands how to provide students with simulated occupational experiences.*
- 4. The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.*
- 5. The teacher understands how occupational trends and issues affect the workplace.*
- 6. The teacher knows how to integrate academic skills into technical content areas.*
- 7. The teacher understands the role of entrepreneurship in the workplace.*
- 8. The teacher knows policy and regulation concerning occupational content areas.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge- Understanding of Multiple Learning Strategies		<b>X</b>	

4.1 Through lesson plans and video uploads of candidates teaching it is evident that candidate understand and apply multiple instructional strategies across programs, integrate academic skills into curriculum and address policy and regulations in relationship to individualized areas. The course catalog and various study plans and varied curriculum candidates demonstrate an adequate understand of how to integrate general and professional technical content.

***Performance***

- 1. The teacher demonstrates appropriate workplace practices and ethics.*

2. *The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.*
3. *The teacher integrates academic skills appropriate for each occupational area.*
4. *The teacher uses simulated occupational applications of course content.*
5. *The teacher uses practitioners from business, industry, and government as appropriate for the content area.*
6. *The teacher develops a scope and sequence of instruction related to the students' prior knowledge.*
7. *The teacher discusses the entrepreneurial role in the workforce.*

Element	Unacceptable	Acceptable	Target
4.2 Performance-Application of Multiple Learning Strategies		<b>X</b>	

4.2 The evidence demonstrates that candidates are employing workplace practices in a variety of programs and are integrating, for each occupational area, appropriated academic skills. Through the lesson plans and various examples of video evidence candidates demonstrate the ability to access students' prior knowledge and have the ability to develop a reasonable scope and sequence of instruction.

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

***Knowledge***

1. *The teacher recognizes the scope and sequence of content across high school and postsecondary technical curricula.*

Element	Unacceptable	Acceptable	Target
7.1 Knowledge -Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		<b>X</b>	

7.1 Course syllabi, *Scope and Sequence Curriculum Mapping* assignments, modules, and course assessments provide evidence that teacher candidates demonstrate an adequate understanding of subject matter, students, the community, curriculum goals, and the work place.

***Performance***

1. *The teacher designs a technical curriculum that aligns with high school and postsecondary technical curricula.*
2. *The teacher designs curriculum to meet community and industry expectations.*

Element	Unacceptable	Acceptable	Target
7.2 Performance- Instructional Planning Skills in Connection with Students' Needs and Community Contexts		<b>X</b>	

**7.2** Candidate semester plans, individual lesson plans, candidate reflections, PK-12 student work samples, and edTPA portfolios provide evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction based upon consideration of students' needs, work place needs, and community contexts.

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

***Knowledge***

- 1. The teacher knows how to use information about a student's progress, including assessments, to evaluate work-readiness.*
- 2. The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge- Assessment of Student Learning		<b>X</b>	

**8.1** The program provides evidence that teacher candidates demonstrate an understanding of how to use formal and informal assessment strategies about student progress to evaluate work-readiness based upon NCATE alignment document, Syllabi, and Module 3 (492).

***Performance***

- 1. The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.*

Element	Unacceptable	Acceptable	Target
8.2 Performance- Using and Interpreting Program and Student Assessment strategies		<b>X</b>	

**8.2** The program provides evidence that teacher candidates use and interpret formal and informal assessment data from recent graduates and employers to modify curriculum, instruction, and the program. All evidence of performance was found through the edTPA which included video, lesson plans and reflection, and assessment/analysis of teaching.

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

***Performance***

1. The teacher develops a professional development plan.
2. The teacher evaluates his or her educational and occupational professionalism.

Element	Unacceptable	Acceptable	Target
9.2 Performance- Developing in the Art and Science of Teaching		<b>X</b>	

**9.2** Some programs provide evidence that the candidate develop a professional plan through individual assignments integrated through various courses. Candidates demonstrate adequate ability to reflect and evaluate through the TPA, their occupational and educational professionalism through student organizations and professional affiliations.

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

***Knowledge***

1. The teacher knows the contributions of advisory committees.
2. The teacher understands the importance of using the employment community to validate occupational skills.
3. The teacher understands how to effect change in professional-technical education and in the occupational area taught.
4. The teacher knows about professional organizations within the occupational area.
5. The teacher knows how to develop articulation agreements.
6. The teacher understands the structure of student organizations.
7. The teacher understands the ideas, opinions, and perceptions of business and industry.

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

10.1 Evidence suggests that teacher candidates as an organized professional group have attended a conference in Minneapolis Minnesota. This activity shows that the students know about professional organizations both as students and practicing professionals. Lessons show that the students are exposed to supervision of classroom situations. Students in an assignment (CTE 370) are asked to identify a problem and develop a potential solution. A parent letter by a teacher candidate spells out shop safety, class fee and an alternate if the fee is not avoidable to the family.

***Performance***

- 1. The teacher establishes and uses advisory committees for program development and improvement.*
- 2. The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.*
- 3. The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.*
- 4. The teacher participates in appropriate professional organizations.*
- 5. The teacher constructs articulation agreements.*
- 6. The teacher describes how to organize an active professional-technical student organization.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
10.2 Performance- Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships	<b>X</b>		

10.2 The program provides little or no evidence that teacher candidates understand how to utilize the employment community to validate occupational skills and to interact effectively with colleagues and other stakeholders. The evidence provided was for a dental hygienist program and no information was provided showing the connection to this program and the PTE programs we were requested to review.

An Addendum. A more in-depth review of evidence shows that the material present was from the College of Southern Idaho in Twin Falls and documents from North Idaho College in Coeur d' Alene are presented. However, no information was provided indicating how these connected to the on-site PTE programs.

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

***Knowledge***

- 1. The teacher understands how to dispose of waste materials.*
- 2. The teacher knows how to care for, inventory, and maintain materials and equipment.*
- 3. The teacher understands safety contracts and operation procedures.*
- 4. The teacher understands legal safety issues related to the program area.*
- 5. The teacher knows safety requirements necessary to conduct laboratory and field activities.*
- 6. The teacher knows time and organizational skills in laboratory management.*
- 7. The teacher is aware of safety regulations at school and work sites.*

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

11.1 To help impresses and educate the students from the teacher candidate some power point documents were presented on safety with electricity, safety in the classroom and a lesson on liability for educational professionals. Student evaluations and mid-term assessments were presented for evidence as well.

***Performance***

1. *The teacher ensures that facilities, materials, and equipment are safe to use.*
2. *The teacher uses safety procedures and documents safety instruction.*
3. *The teacher demonstrates good classroom/lab management skills (e.g., time management skills, budgeting skills, organizational skills, individualized instruction, and stress management).*
4. *The teacher reinforces effective work and safety habits.*

<i>Element</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
11.2 Performance-Create and Manage a Safe and Productive Learning Environment.	<b>X</b>		

11.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to create and manage a safe and productive learning environment . Student mid term and assessments are presented to demonstrate teacher candidate performance. Although these may indicate mastery of the material, they do not provide adequate evidence candidates can demonstrate the skill.

***Principle 12: Workplace Preparation—The teacher prepares students to meet the competing demands and responsibilities of the workplace.***

***Knowledge***

1. *The teacher understands workplace issues (e.g., diversity, productivity, and human resource law and policy).*
2. *The teacher understands how to help students balance work and personal life.*
3. *The teacher knows how to promote career awareness.*

<i>Element</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
12.1 Knowledge-Competing Demands and Responsibilities of the Workplace.		<b>X</b>	

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12.1 Exploring real world problems is a piece of evidence that demonstrate that teacher candidates are gaining knowledge for entry into the teaching profession. Course descriptions are provided as evidence of knowledge in specific classes.

***Performance***

- 1. The teacher designs instructional strategies that address workplace issues (e.g., diversity, productivity, human resource law and policy).*
- 2. The teacher prepares students to cope with competing demands between work and personal life.*
- 3. The teacher provides opportunities for career awareness.*

12.2 Performance-Competing Demands of Balancing Work and Personal Life.		<b>X</b>	
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12.2 Students are subjected to a rewarding community service with an informational power point document on becoming and Emergency Medical Technician (EMT) from North Idaho College. Course syllabi in Occupational Analysis/Curriculum for Adult Career Education are presented as evidence for balancing work and personal life. Dual credit course descriptions are included as well.

**Recommended Action Professional Technical Education**

- Approved  
 Approved Conditionally  
 Not Approved

**Idaho Standards for Agricultural Science and Technology Teachers**

***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.***

***Knowledge***

1. The teacher understands biological, physical, and applied sciences relative to practical solutions for the agricultural industry.
2. The teacher knows about production agriculture.
3. The teacher knows plant and animal science, agricultural business management and law, and agricultural mechanics, as well as computer and other technology related to these areas.
4. The teacher understands and has experience in one or more of the following specialized occupational areas:
  - a. Agricultural production and marketing
  - b. Agricultural equipment and supplies
  - c. Product processing
  - d. Ornamental horticulture and turf grass management
  - e. Agricultural business planning and analysis
  - f. Natural resource management
  - g. Environmental science
  - h. Forestry
  - i. Industrial equipment
  - j. Small animal production and care
5. The teacher knows about the operation of agricultural youth organizations.
6. The teacher knows about working with students and adults in supervised agricultural experience programs.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		<b>X</b>	

1.1 Student samples of lesson plans, handouts and journal entries along with evaluations from cooperating and supervising teachers provides evidence that the students have the knowledge base to teach in an agriculture education placement. Course requirements come from a several departments such as mathematics, biological sciences, chemistry physics and earth sciences. Educational candidates in agriculture education are exposed to courses in agriculture education, veterinary, agriculture economics, agriculture soils and plant sciences courses to complete their knowledge for the agriculture education degree.

***Performance***

*1. The teacher applies natural and physical science principles to practical solutions.*

Element	Unacceptable	Acceptable	Target
1.2 Performance-Making Subject Matter Meaningful		<b>X</b>	

1.2 Candidate journals, cooperating teacher assessment and supervising teacher reviews and notes demonstrate that students are applying their knowledge in the natural and physical science curriculum to the agriculture education program. Teacher candidates are able to instruct high school students in the wide variety of subjects that agriculture science and technology teachers must possess given the wide variety of course work they must complete.

**Recommended Action Agricultural Science and Technology Teachers**

- Approved
- Approved Conditionally
- Not Approved

**Idaho Standards for Business Technology Teachers**

***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.***

***Knowledge***

- 1. The teacher knows a broad range of introductory business subjects (e.g., accounting, economics, information systems, communications, management, marketing, business law, and international business).*
- 2. The teacher is knowledgeable in areas related to business (e.g., personal finance, career education, entrepreneurship, mathematics, and interrelationships in business).*
- 3. The teacher understands the importance of technology as a tool for accomplishing tasks related to business and industry.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		<b>X</b>	

**1.1** The course catalog, program of study advising sheet, Praxis II scores an in-depth investigation of a variety of the course syllabi along with multiple examples of a variety of assignments provides evidence that the candidates demonstrate an in-depth ability to apply business and industry skill sets in the areas of accounting, and office procedures which also include content in administrative technology, desktop publishing, career education and promotional marketing materials.

***Performance***

- 1. The teacher demonstrates business- and industry-standard skill levels in keyboarding, accounting, and office procedures.*
- 2. The teacher effectively delivers business education content at the junior high, middle school, and/or high school levels.*
- 3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.*

Element	Unacceptable	Acceptable	Target
1.2 Performance-Making Subject Matter Meaningful		<b>X</b>	

**1.2** Analyzing candidate generated lesson plans, student teacher evaluations, work sample data and candidate video recorded lessons and reviewing student placement files to determine middle school high school placements provides evidence that the Business Technology teacher candidate demonstrates an acceptable ability to apply business and industry skill levels in accounting and office procedures.

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**Recommended Action Business Technology Teachers**

Approved

Approved Conditionally

Not Approved

**Idaho Standards for Technology Education Teachers**

***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.***

***Knowledge***

- 1. The teacher has a basic understanding of contemporary communications; manufacturing; power, energy, and transportation; construction; electronics; and computer systems.*
- 2. The teacher understands the operation and features of a computer-aided design and computer-aided manufacturing systems.*
- 3. The teacher understands the principles and concepts of technology and the related mathematics concepts associated with them.*
- 4. The teacher knows the classical and contemporary elements, principles, and processes of structural systems.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
1.1 Knowledge-Understanding Subject Matter		<b>X</b>	

**1.1** Interview with cooperating teacher, examination of assessment forms for pre-service teaching, an in-depth understanding of a variety of the course syllabi along with some examples of assignments provides evidence that the candidates demonstrate an acceptable ability of the basic skills that support the fields of communications, manufacturing, and construction.

***Performance***

- 1. The teacher demonstrates the basic skills that support the fields of communications; manufacturing; power, energy, and transportation; construction; electronics; and computer technology.*
- 2. The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, telecommunications equipment, and other related technology applications.*
- 3. The teacher demonstrates architectural and mechanical drafting and developmental skills.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
1.2 Performance-Making Subject Matter Meaningful		<b>X</b>	

**1.2** Analyzing candidate lesson plans with constructive feedback, some peer teacher evaluations of candidates, video recorded lessons and instructional commentary reflections along with student evidence of student work provide in-depth evidence that the program candidates demonstrate an in-depth ability to apply basic skills that support the fields of communications, manufacturing, power, energy and construction.

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**Recommended Action Technology Education Teachers**

Approved

Approved Conditionally

Not Approved

**Idaho Standards for Marketing Teachers**

***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.***

***Knowledge***

- 1. The teacher knows a broad range of introductory business subjects (e.g., accounting, economics, information systems, communications, management, marketing, merchandising, retailing, business law, and international business).*
- 2. The teacher is knowledgeable of areas related to marketing (e.g., personal finance, career education, entrepreneurship, mathematics, and interrelationships in business).*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
1.1 Knowledge-Understanding Subject Matter		<b>X</b>	

**1.1** Program planning sheets, course syllabi, required assignments and projects, and course exams demonstrate candidates' adequate understanding of a broad range of introductory business subjects and are knowledgeable of areas related to marketing.

***Performance***

- 1. The teacher demonstrates business- and industry-standard skill levels in promotions, advertising, accounting, and coordination techniques.*
- 2. The teacher effectively delivers marketing content at the junior high, middle school and/or high school levels.*
- 3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b><i>1.2 Performance-Making Subject Matter Meaningful</i></b>		<b>X</b>	

**1.2** Candidate work samples, exam scores, praxis pass rates, edTPA portfolios, and mentor teacher evaluations from both midterm and end of semester provide evidence that teacher candidates demonstrate an adequate ability to apply business and industry standard skill levels in promotions, advertising, accounting, and coordination techniques through the efficient use of technology across the middle school, junior high, and high school levels.

**Recommended Action Marketing Teachers**

- Approved  
 Approved Conditionally  
 Not Approved

**Idaho Foundation Standards for School Administrators**

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

***Knowledge***

- 1. The administrator understands that each student can learn and that varied and data-informed learning goals are an important part of the process.*
- 2. The administrator understands the principles of developing and implementing strategic plans.*
- 3. The administrator understands systems theory and its application to educational settings.*
- 4. The administrator knows effective individual and group communication skills.*
- 5. The administrator knows group leadership and decision-making skills.*
- 6. The administrator knows team-building, coaching, mediation, negotiation, and consensus-building skills.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.1 Knowledge Understanding Visionary and Strategic Leadership</i>		<b>X</b>	

**1.1** Candidate understanding of visionary leadership is expected in class syllabi. Units and classes are dedicated to visionary leadership. Internship requirements for activities and reporting of them in portfolios demonstrate opportunities for candidates to develop visionary and strategic leadership. Special Education Director course syllabi cover visionary and strategic leadership through various topics covered such as finance and providing FAPE for students. Internship and portfolio requirements are delineated in the internship handbook requiring demonstration of understanding of this standard.

***Performance***

- 1. The administrator facilitates processes and engages in activities that create a shared vision and mission with all stakeholders.*
- 2. The administrator uses effective individual and group communication skills.*
- 3. The administrator engages others to ensure that a clearly articulated strategic plan is implemented, monitored, evaluated, and revised.*
- 4. The administrator acknowledges the contributions of the school community to the realizations of the vision and mission.*
- 5. The administrator seeks and allocates resources to support the strategic plan.*
- 6. The administrator models professional growth, and supports the professional growth of the community of learners.*
- 7. The administrator makes decisions through the application of systems theory.*
- 8. The administrator uses varied sources of information, data collection, and data analysis strategies for the purpose of planning school improvement and increasing student achievement.*
- 9. The administrator demonstrates and encourages strategies to facilitate the improved learning of each student.*

*10. The administrator ensures that each student is educated in an appropriate and the least restrictive learning environment.*

*11. The administrator practices team building, coaching, mediation, negotiation, and consensus building.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.2 Application of Visionary and Strategic Leadership</i>		<b>X</b>	

**1.2** Candidates demonstrate adequate understanding of visionary leadership through portfolio presentations, which are culminating projects of the program, as well as through interview over the phone. Within the portfolios can be found artifacts including strategic planning, evaluation tools that are created by the candidate, reflections of learning regarding implementation of programs, and evidence of use of CEE surveys for staff development. Special education director candidates work to develop teachers' understanding of proper mainstreaming techniques as well as philosophies behind such endeavors. Portfolios provided demonstrate the engagement of stakeholders to form decisions for students and programs. Candidates work with finance in collaboration with district personnel and school level administration and teachers. They clearly link vision to finance and decision-making. Course assignments require candidates to consider finance and appropriate services for students in demonstrating understanding of the vision and projecting it to teachers.

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

***Knowledge***

- 1. The administrator understands how to enhance school culture and instructional programs through research, best practice, and curriculum design.*
- 2. The administrator knows how to develop and implement a standards-based curriculum that aligns with assessment.*
- 3. The administrator understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.*
- 4. The administrator understands student growth and development.*
- 5. The administrator understands the effective use of assessment and evaluation.*
- 6. The administrator understands adult learning and professional development.*
- 7. The administrator understands the change process for systems, organizations, and individuals.*
- 8. The administrator knows how to effectively use instructional supervision, evaluation, and due process.*
- 9. The administrator understands community diversity and its influence on education.*
- 10. The administrator understands the essential role of technology in education.*
- 11. The administrator understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>2.1 Knowledge-Understanding of Instructional Leadership</i>		<b>X</b>	

**2.1** Course syllabi demonstrate focus on instructional leadership. Classes are aligned to standards and delineated based on the strands to which they align. Special education syllabi link instructional leadership to job performance and course content. Internship and portfolio requirements allow candidates to demonstrate instructional leadership. Interviews with faculty and students demonstrate adequate ability to advocate for, nurture, and sustain a school culture conducive to student learning.

***Performance***

- 1. The school administrator oversees the development, implementation, evaluation, and refinement of curriculum and assessment based on research, best practice, teacher expertise, student and community needs, and state and national curriculum standards.*
- 2. The administrator promotes a culture of high expectations and life-long learning for self, students, and staff.*
- 3. The administrator promotes a school environment in which the responsibilities and contributions of students, parents/guardians, and staff members are valued.*
- 4. The administrator promotes effective and innovative research-based instructional strategies.*
- 5. The administrator researches a variety of information sources to make decisions that organize and align the school for success.*
- 6. The administrator reduces barriers through proactive identification, clarification, and resolution of problems.*
- 7. The administrator uses data to monitor student achievement.*
- 8. The administrator supervises, evaluates, and assists teachers.*
- 9. The administrator creates a learning environment that recognizes diversity.*
- 10. The administrator uses and promotes technology to advance student learning, accommodate student needs, professional development, and overall school success.*
- 11. The administrator participates in professional organizations.*
- 12. The administrator promotes instructional goals and objectives that integrate academic, co-curricular, and extracurricular programs.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>2.2 Performance-Application of Instructional Leadership</i>		<b>X</b>	

**2.2** Candidates demonstrate adequate understanding and interaction with districts through participation in curricular materials adoption processes, instructional alignment training, college/career readiness workshops, and evaluation of student teachers. Reflection papers indicate understandings of ability to advocate for, nurture, and sustain positive school culture. Interviews with candidates indicate acceptable levels of understanding of this standard. Special education director candidates become involved in many activities that align with standard 2. These include direction of RtI development of procedures

for district and school teams, behavioral intervention support for teams, mentoring of teacher candidates in special education, development of policy, provision of training for teachers and administrators, and adoption of curriculum.

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

***Knowledge***

1. *The administrator understands organizational theories.*
2. *The administrator understands operational policies and procedures.*
3. *The administrator knows school safety and security principles and issues.*
4. *The administrator understands human resources management.*
5. *The administrator knows sound fiscal operations principles and issues.*
6. *The administrator knows school facilities and use of space principles and issues.*
7. *The administrator understands legal issues impacting personnel, management, and operations.*
8. *The administrator understands current technologies that effectively support management functions.*
9. *The administrator understands principles and procedures of problem solving, conflict resolution, and group processes.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>3.1 Knowledge-Understanding of Management and Organizational Leadership</i>		<b>X</b>	

**3.1** Syllabi represent focus on management and organizational leadership. Additionally, internship logs and the internship handbook address this facet. Candidates are required to participate in activities that address management and organizational leadership directly. Special education syllabi link management and organizational leadership to job performance and course content. Internship and portfolio requirements allow candidates to demonstrate acceptable efforts to lead organizational change and management of human resources. Student outcomes in both administration and special education administration demonstrate knowledge of aspects of management and organizational leadership.

***Performance***

1. *The administrator uses knowledge of learning, teaching, and student development in making management decisions based on current, valid research.*
2. *The administrator designs and manages operational and organizational procedures to maximize opportunities for successful learning.*
3. *The administrator uses and actively promotes problem-solving and conflict management skills and strategies that foster positive educational outcomes.*
4. *The administrator uses knowledge of collective bargaining and other contractual agreements.*

5. *The administrator implements and monitors high-quality standards related to management performances.*
6. *The administrator manages the operations school facilities, equipment, and support services to provide an environment conducive to learning.*
7. *The administrator involves stakeholders in shared decision-making.*
8. *The administrator recognizes potential problems and opportunities and acts on them in a timely manner.*
9. *The administrator uses effective communication skills.*
10. *The administrator aligns all resources, using appropriate technology available to maximize attainment of school and organizational goals.*
11. *The administrator implements records management that meets confidentiality and documentation requirements.*
12. *The administrator facilitates recruitment, mentoring, coaching, supervision, and evaluation of personnel to accomplish goals of the school and district.*

Element	Unacceptable	Acceptable	Target
3.2 Performance- Application of Management and Organizational Leadership			<b>X</b>

**3.2** Candidates demonstrate an in-depth understanding of procedures that must be in place to maintain a positive school environment. Various aspects of building leadership are portrayed indicating system understanding. Included are discipline procedures, safety inspections, hiring procedures, and budgetary considerations. Special education candidates are also involved in various activities to support this standard. They represent both current special education directors as well as regular and extended special education teachers. In support of management and organizational leadership, they endeavor to train special and regular education teachers in assistive technology, work with district psych teams, budget for human and instructional resources and mentor teachers in need of added support.

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

**Knowledge**

1. *The administrator understands emerging issues and trends impacting families, school, and community.*
2. *The administrator knows resources available in the community.*
3. *The administrator understands public relations, successful partnerships, and marketing strategies.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge- Understanding of Family and Community Partnerships			<b>X</b>

**4.1** Knowledge is covered through several syllabi indicating class as well as unit topic discussions regarding the building and sustaining of family and community partnerships. Standard four is referenced in syllabi regarding development of partnerships. Candidates report opportunities to discuss and address the building of relationships with communities and families. EdAd 592 is called "School and Community Relations" which obviously aligns very well with this standard. Special education syllabi link the development of partnerships to intern performance and theory. Internship and portfolio requirements allow candidates to demonstrate acceptable efforts in the development of partnerships with families and the community. Reflections by candidates demonstrate solid content knowledge regarding

***Performance***

- 1. The administrator develops relationships with community leaders through visibility and involvement within the larger community.*
- 2. The administrator uses relevant information about family and community concerns, expectations, and needs.*
- 3. The administrator facilitates opportunities between the school and community to share resources.*
- 4. The administrator establishes partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.*
- 5. The administrator integrates community and youth/family services with school programs.*
- 6. The administrator facilitates activities that recognize and value diversity within the family, community, school, and district.*
- 7. The administrator develops and maintains a comprehensive network of community and media connections.*
- 8. The administrator models and supports the use of collaborative skills.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>4.2 Performance-Application of Family and Community Partnerships</i>			<b>X</b>

**4.2** Candidates demonstrate involvement in development and implementation of trainings, emergency response plans, development and refinement of policy regarding family and community relations, and coordination of resources to meet the needs of students and families. Candidates work hard to develop partnerships with the families and professional community. They demonstrate collaboration with other directors, participation in state, regional and national conferences, adoption of curriculum in partnership with families and teachers, budgeting practices that are tied to district initiatives driven by parent involvement, and working to develop practices to inform transition meetings in order to maintain a strong continuum of services.

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

***Knowledge***

1. *The administrator understands the purposes of education.*
2. *The administrator understands the roles of leadership.*
3. *The administrator understands ethical frameworks and perspectives.*
4. *The administrator understands the diverse values of a community.*
5. *The administrator knows the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>5.1 Knowledge-Understanding of Professional and Ethical Leadership</i>		<b>X</b>	

**5.1** Classes require candidates to develop understanding of diversity and work to embrace it in district leadership. Candidates must research district demographics and apply their new understanding of them to directing change. The Code of Ethics isn't clearly found embedded throughout. EdAd 530, "Ethical Leadership and Law in Education" is the most direct link to this standard. The reference sheet indicates it to be covered in 586, "Advanced School Finance" but there is little evidence of that in the syllabus for that class. While professional and ethical leadership is naturally embedded in school finance, the links made by faculty appear to be lacking. Special education syllabi link professional and ethical leadership to the practice of interns and practitioners in the field. Internship and portfolio requirements maintain these expectations and provide candidates opportunities to demonstrate proficiency with them.

***Performance***

1. *The administrator behaves in a manner consistent with the values, beliefs, and attitudes that inspire others to higher levels of performance.*
2. *The administrator demonstrates responsibility for the learning of each student.*
3. *The administrator demonstrates sensitivity regarding the impact of administrative practices on others.*
4. *The administrator demonstrates appreciation for and sensitivity to the diversity in the school community.*
5. *The administrator adheres to the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.*
6. *The administrator requires ethical, professional behavior in others.*
7. *The administrator interacts with all individuals with consistency, fairness, dignity, and respect.*
8. *The administrator implements appropriate policies and facilitates procedures to protect individual rights.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>5.2 Performance-Application of Professional and Ethical Leadership</i>		<b>X</b>	

**5.2** Candidate outcomes indicate effort to develop understanding of ethics in leadership. Documents indicate ethics being linked to the finance class but that connection is unclear. Candidate evidence of work in that class does demonstrate developing understanding of finance and professor feedback is thorough and of high quality. EdAd 530 outcomes from candidates demonstrate adequate understanding of principles regarding ethical leadership. Candidates demonstrate opportunities to serve as professional and ethical leaders through the development and delivering of trainings regarding changing eligibility requirements, behavior interventions, and transition meetings. They work in partnership with the SDE on peer reviews of SLD requirements and IEP audits.

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

***Knowledge***

- 1. The administrator understands the role of public education in developing and renewing a democratic society and an economically productive nation.*
- 2. The administrator knows principles of representative governance that underpin the system of American education.*
- 3. The administrator understands the political, social, cultural, and economic systems and processes that support and impact education.*
- 4. The administrator understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.*
- 5. The administrator understands global issues affecting teaching and learning.*
- 6. The administrator understands the dynamics of policy development and advocacy under a democratic political system.*
- 7. The administrator understands the importance of diversity and equity in a democratic society.*
- 8. The administrator knows the law as related to education.*
- 9. The administrator understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>6.1 Knowledge-Understanding of Governance and Legal Leadership</i>		<b>X</b>	

**6.1** Syllabi do not all reference this standard directly but it seems to be embedded in each of the classes linked in the documentation. The internship documentation indicates significant efforts to develop understanding in this standard. To the extent possible in an internship, candidates are provided opportunities to develop this understanding. Syllabi link governance and legal leadership in special education to course offerings and content within those courses. Internship and portfolio requirements maintain these expectations and provide candidates opportunities to showcase their efforts to develop abilities to serve as a leader with respect to legal and instructional services in special education, school and district administration.

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Performance

1. The administrator facilitates and engages in activities to shape public policy in order to enhance education.
2. The administrator facilitates communication with the school community concerning trends, issues, and potential forces affecting education.
3. The administrator engages representatives of diverse community groups in ongoing dialogue.
4. The administrator develops lines of communication with decision-makers outside of the school community.
5. The administrator facilitates a governance system to meet local needs within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.
6. The administrator adheres to the law and district policies.
7. The administrator implements appropriate policies and facilitates to protect student rights and improve student opportunities for success.

Element	Unacceptable	Acceptable	Target
<i>6.2 Performance-Application of Governance and Legal Leadership</i>		<b>X</b>	

**6.2** Candidates are involved in policy changes, focus visits involving the State Department of Education, field work of all kinds including ethics, and development of staff understanding of changing requirements. Their internship provides multiple opportunities to develop this understanding and ability to influence other contexts is promoted through requirements and demonstrated in outcomes. Candidates become involved in policy development, trainings with respect to frameworks for teaching, partnerships with SDE personnel to audit responsibilities, and work in collaboration with various state and district entities to properly upload data to ISEE. Faculty report opportunities to discuss scenarios and apply them to recent developments in education. Candidates echo this sentiment and feel this is a strength of the program. They also appreciate opportunities to collaborate with peers in other districts in order to develop understanding of how to provide legal guidance in an educational leadership position.

**Recommended Action School Administrators**

- Approved  
 Approved Conditionally  
 Not Approved

**Idaho Standards for School Superintendents**

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

***Knowledge***

- 1. The superintendent understands the dynamics of systemic change within school districts.*
- 2. The superintendent understands the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability.*
- 3. The superintendent knows the breadth of P-12 curriculum and instructional programs.*
- 4. The superintendent knows the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.*
- 5. The superintendent understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.*
- 6. The superintendent knows the role of local, regional, state, national and international partnerships in the development of educational opportunities and support services for students.*
- 7. The superintendent understands the district's role in and responsibility for employee induction, career development, and enhancement.*
- 8. The superintendent understands the organizational complexity of school districts.*
- 9. The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management..*
- 10. The superintendent knows the importance of districtwide policy development and effective implementation.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.1 Knowledge- Understanding Visionary and Strategic Leadership</i>		<b>X</b>	

**1.1** Superintendent internship classes and "The Superintendency" align with this standard heavily. Evidence of understanding how to work with the "breadth of P-12 curriculum and instructional programs" was discovered in interviews with candidates as they work to understanding supervision and evaluation of all levels of instruction. Interns are provided opportunities to develop understanding of district complexities, human resource and finance. They are entering the internship with foundational knowledge of how to act as a superintendent and philosophies behind them and then applying that knowledge as they move through the requirements of the internship.

***Performance***

- 1. The superintendent promotes districtwide innovation and change through the application of a systems approach.*
- 2. The superintendent accepts responsibility and promotes strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.*
- 3. The superintendent accepts responsibility for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.*
- 4. The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts.*
- 5. The superintendent fosters, creates, and sustains local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.*
- 6. The superintendent creates a system by which all employees have opportunities to seek career development and enhancement.*
- 7. The superintendent advises the board of trustees on legal, ethical, and current educational issues.*
- 8. The superintendent works effectively within the organizational complexity of school districts.*
- 9. The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.2 Performance-Application of Visionary and Strategic Leadership</i>		<b>X</b>	

**1.2** Candidates demonstrate understanding through class assignments requiring them to make policy change proposals, involvement in strategic planning, and developing a culture of data driven decision-making. Candidates also become involved in such endeavors as department chairing, district initiative participation, and involvement in professional learning communities.

**Recommended Action for School Superintendents**

- Approved  
 Approved Conditionally  
 Not Approved

**Idaho Standards for Special Education Directors**

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

***Knowledge***

- 1. The special education director understands the concept and best practices of least restrictive environment.*
- 2. The special education director understands the importance of post-school outcomes and articulates a full range of services and supports for students with disabilities ages three to twenty-one to maximize their potential.*
- 3. The special education director understands the importance of collaboration to provide general education interventions.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.1 Knowledge Understanding of Visionary and Strategic Leadership</i>		<b>X</b>	

**1.1 -** Syllabi and outcomes from candidate work demonstrate knowledge of importance of best practices and least restrictive environment. Interns become involved in activities that demonstrate understanding of the importance of LRE and interventions in general education classrooms.

***Performance***

- 1. The special education director collaborates with community, staff, and students to explain and implement the concepts and goals of best practice in the least restrictive environment.*
- 2. The special education director participates in district planning processes.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>1.2 Performance Application of Visionary and Strategic Leadership</i>		<b>X</b>	

**1.2 -** Candidates are involved in activities during their internship programs that allow for opportunities to develop understanding of visionary and strategic leadership. They participate in leadership activities such as delivering of trainings, leadership of implementation or change of RtI processes, development of understanding regarding the SLD requirements, and supporting classrooms and buildings in behavior interventions.

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

***Knowledge***

- 1. The special education director knows instructional and behavioral strategies for meeting the needs of special populations.*
- 2. The special education director knows how to plan, write, implement, and access Individual Education Programs.*
- 3. The special education director understands the role of assistive and adaptive technology and related services in instruction.*
- 4. The special education director understands community-based instruction and experiences for students.*
- 5. The special education director understands how to use data to determine instructional needs and to develop professional training to meet those needs.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>2.1 Knowledge Understanding of Instructional Leadership</i>		<b>X</b>	

**2.1** Syllabi and internship requirements demonstrate candidates' knowledge of strategies for meeting the needs of special populations. They understand the roles of assistive technology and related services and how to coordinate such ancillary services. This is demonstrated in student outcomes/reflections in 500 level courses.

***Performance***

- 1. The special education director serves as a resource for staff and administration concerning instructional and behavioral strategies for meeting the needs of special populations as well as allocating appropriate resources.*
- 2. The special education director ensures that data is used to provide appropriate individualized educational programs and supports, and develops and implements services in school and community environments.*
- 3. The special education director ensures the fulfillment of federal and state requirements related to the instruction of special populations.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>2.2 Performance Application of Instructional Leadership</i>		<b>X</b>	

**2.2** Candidates are involved in development of processes, particularly RtI to help ensure schools are providing appropriate services for students through interventions. They work to help the teams serve as a helpful entity to exhaust other options before SpEd referral. Candidates also become involved in curriculum adoption both at the Tier 1 as well as Tier 2 and three levels to be

sure students' needs are met in the most appropriate ways before referral.

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

***Knowledge***

- 1. The special education director knows about instruction, school activities, and environments to increase program accessibility for students with special needs.*
- 2. The special education director understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.*
- 3. The special education director understands how to advocate for and access resources to meet the needs of staff, students, and parents and to facilitate their effective participation.*
- 4. The special education director understands the use of technology in referral processes, IEP development, and records management.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
3.1 Knowledge Understanding of Management and Organizational Leadership		<b>X</b>	

**3.1** Candidates are provided opportunities to develop understanding of instruction and processes to include students with special needs in regular education classrooms and activities. They develop skills to advocate for students and families; both within the district and with service providers that are outside of their own district. They are working toward understanding of how to use technology in IEP development and records management. This is demonstrated in syllabi, internship requirements, and candidate outcomes from courses regarding management and organizational leadership.

***Performance***

- 1. The special education director advocates for and implements instruction, activities, and school environments that are accessible to special populations.*
- 2. The special education director implements the special education processes and procedures required by federal, state and school district policies.*
- 3. The special education director advocates for, seeks, and directs resources to meet staff, student and parent needs.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
3.2 Performance Application of Management and Organizational Leadership		<b>X</b>	

**3.2** Candidates demonstrate their leadership in this regard through participation in teacher evaluations and lesson planning support. They become involved in district policy review and

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alignment with changes in state and federal requirements  
for such things as SLD eligibility, assessment requirements, and reporting of data.

**Recommended Action for Special Education Directors**

- Approved
- Approved Conditionally
- Not Approved

**Idaho Standards for Gifted and Talented Education Teachers**

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

**Knowledge**

1. The teacher understands the rationale, history, philosophies, and definitions of gifted and talented education.
2. The teacher understands the unique characteristics and needs of the gifted and talented student from early childhood through adulthood.
3. The teacher knows the common misconceptions, myths, and stereotypes about gifted and talented students.
4. The teacher knows the common controversial issues in gifted and talented education.
5. The teacher understands the Idaho State Gifted and Talented Mandate (Code 33-2003) and the five mandated talent areas: specific academic, intellectual, creativity, leadership, and visual/performing arts.
6. The teacher understands the components of a district plan for gifted and talented students, including philosophy, definitions, goals, program options, identification procedures, and evaluation, and how to develop a district plan for gifted and talented students.
7. The teacher understands effective administration and evaluation of gifted and talented programs.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		<b>X</b>	

**1.1** Program provided evidence that teachers are identifying and addressing the multitude of issues concerning gifted students and gifted programs, including student characteristics, philosophy, goals, program options, and evaluation.

***Performance***

1. The teacher educates colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.
2. The teacher uses the district's plan for gifted and talented students to optimize educational opportunities for students.
3. The teacher demonstrates the ability to effectively administer and evaluate gifted and talented programs.

Element	Unacceptable	Acceptable	Target
1.2 Performance-Making Subject Matter Meaningful		<b>X</b>	

**1.2** Analyzing student work and class syllabi provides evidence that teacher candidates demonstrate an adequate ability to implement the components of gifted and talented education.

**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.**

**Knowledge**

1. The teacher understands the social and emotional issues of gifted and talented students (e.g., perfectionism, underachievement, risk taking, and asynchronous development).
2. The teacher understands the theories related to the highly sensitive nature of the gifted and talented student.
3. The teacher understands the moral and ethical challenges of the gifted and talented student.
4. The teacher understands the need for appropriate social and emotional counseling of gifted and talented students.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge-Understanding Human Development and Learning	<b>X</b>		

**2.1** Due to lack of candidates completing the program there is little to no evidence that teacher candidates demonstrate an adequate understanding of social and emotional issues and challenges of gifted and talented students.

**Performance**

1. The teacher identifies, evaluates, develops, and implements strategies to address the social and emotional needs of the gifted and talented student.
2. The teacher identifies and evaluates resources to address the social and emotional development of the gifted and talented student.

Element	Unacceptable	Acceptable	Target
2.2 Performance-Provide Opportunities for Development	<b>X</b>		

**2.2** Due to lack of candidates completing the program there is little to no evidence that teacher candidates demonstrate the ability identify, evaluate, develop, and implement strategies to address the social and emotional needs of the gifted and talented student.

**Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are modified for students with diverse needs and experiences.**

***Knowledge***

*1. The teacher understands the exceptional needs of gifted and talented students from diverse populations (e.g., limited-English students, students with disabilities, very young children, and students from a particular culture).*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge-Understanding of Individual Learning Needs	<b>X</b>		

**3.1** Due to lack of candidates completing the program there is not enough evidence to show teacher candidates demonstrating an adequate understanding of the exceptional needs of gifted and talented students and how to pace delivery of curriculum and instruction consistent with their needs.

***Performance***

*1. The teacher identifies and provides appropriate activities for the exceptional needs of gifted and talented students from diverse populations.*

Element	Unacceptable	Acceptable	Target
3.2 Performance-Modifying Instruction for Individual Learning Needs	<b>X</b>		

**3.2** Due to lack of candidates completing the program there is little to no evidence that teacher candidates demonstrate the ability to identify and provide appropriate activities and instructional pace for the exceptional needs of gifted and talented students.

***Standard 4: - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.***

***Knowledge***

- 1. The teacher understands the characteristics of highly creative and highly intellectual students.*
- 2. The teacher understands the definitions and theories of intelligence and creativity.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge-Understanding of multiple instructional strategies	<b>X</b>		

**4.1** Due to lack of candidates completing the program there is little to no evidence that teacher candidates demonstrate an adequate understanding of instructional strategies appropriate for the gifted and talented student

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

**Knowledge**

1. The teacher understands a variety of curriculum models (e.g., Renzulli, Kaplan, and Tomlinson).
2. The teacher understands instructional strategies appropriate for the gifted and talented student (e.g., curriculum compacting, flexible grouping, tiered assignments, and independent studies).
3. The teacher understands curriculum design that includes content, process, product, and learning environments commensurate with the abilities of gifted and talented students.
4. The teacher understands how to develop curriculum in the five mandated talent areas: specific academic, intellectual, creativity, leadership, and visual/performing arts.
5. The teacher understands the array of program options and services available to gifted and talented students.

Element	Unacceptable	Acceptable	Target
7.1 Knowledge-Instructional Planning Skills	<b>X</b>		

**7.1** Due to lack of candidates completing the program there is little to no evidence that teacher candidates demonstrate an adequate understanding of curriculum design and how to apply differentiated instruction appropriate for gifted and talented students.

**Performance**

1. The teacher implements a variety of gifted and talented curriculum models (e.g., Renzulli, Kaplan, and Tomlinson).
2. The teacher implements instructional strategies appropriate for the gifted and talented student (e.g., curriculum compacting, flexible grouping, tiered assignments, and independent studies).
3. The teacher designs curriculum that includes content, process, product, and learning environments commensurate with the abilities of gifted and talented students.
4. The teacher develops curriculum for the five mandated talent areas: specific academic, intellectual, creativity, leadership, and visual/performing arts.
5. The teacher identifies and implements extension and acceleration options for gifted and talented students.
6. The teacher matches student needs with appropriate program options and services.

Element	Unacceptable	Acceptable	Target
7.2 Performance-Instructional Planning	<b>X</b>		

**7.2** Due to lack of candidates completing the program there is little to no evidence that teacher candidates demonstrate the ability to select and adapt a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.

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

**Knowledge**

1. The teacher understands the different types of formal and alternate assessment tools for the identification of gifted and talented students with diverse and exceptional needs (e.g., tests that measure IQ, creativity, cognitive ability, achievement, aptitude, and ability in the five talent areas).
2. The teacher understands the different types of informal assessment tools for the identification of gifted and talented students (e.g., teacher observations, anecdotal records, rating scales, referrals, checklists, rubrics, and portfolios).

Element	Unacceptable	Acceptable	Target
8.1 Knowledge-Assessment of Student Learning	<b>X</b>		

**8.1** Due to lack of candidates completing the program there is little to no evidence that teacher candidates demonstrate an adequate understanding of the different types of assessment tools to identify gifted and talented students, to inform instruction, and to evaluate student performance.

**Performance**

1. The teacher implements different types of formal and alternate assessment tools for the identification of gifted and talented students (e.g., tests that measure IQ, creativity, cognitive ability, achievement, aptitude, and ability in the five talent areas).
2. The teacher implements informal assessment tools for the identification of gifted and talented students (e.g., teacher observations, anecdotal records, rating scales, referrals, checklists, rubrics, and portfolios).

Element	Unacceptable	Acceptable	Target
8.2 Performance-Using and Interpreting Program and Student Assessment Strategies	<b>X</b>		

**8.2** Due to lack of candidates completing the program there is little to no evidence that teacher candidates demonstrate the ability to develop and implement different types of assessment tools to identify gifted and talented students, to inform instruction, and to evaluate student performance.

**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.**

**Knowledge**

*1. The teacher understands how to assist other teachers in adapting curriculum to meet the needs of the gifted and talented student.*

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

**10.1** Due to lack of candidates completing the program there is little to no evidence that teacher candidates understand how to collaborate with gifted and talented students, their families, general and special education teachers, and other school staff.

**Performance**

*1. The teacher collaborates with colleagues in adapting curriculum to meet the needs of the gifted and talented student.*

*2. The teacher educates parents, other family members, and teachers about the social and emotional needs and development of gifted and talented students.*

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<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
10.2 Performance Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships	<b>X</b>		

**10.2** Due to lack of candidates completing the program there is little to no evidence that teacher candidates demonstrate the ability to collaborate with colleagues in adapting curriculum to meet the needs of the gifted and talented student.

**Areas of Weakness:**

Due to lack of completers for this program evidence of performance was not readily available to fully approve the program.

**Recommended Action for Gifted and Talented Education**

- Approved
- Approved Conditionally
- Not Approved

**Rubrics for the Idaho Standards for Library Science Teachers**

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

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

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution’s evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

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

***Knowledge***

- 1. The teacher-librarian understands the documents and policies that promote intellectual freedom and freedom of expression.*
- 2. The teacher-librarian understands the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).*
- 3. The teacher-librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.*
- 4. The teacher-librarian possesses comprehensive knowledge of children’s and young adult literature and their application to student learning.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b>1.1 Knowledge Understanding Subject Matter</b>			<b>X</b>

***Performance***

- 1. The teacher-librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.*
- 2. The teacher-librarian stimulates thought processes through the skillful use of questioning techniques and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, and presentation.*

3. *The teacher-librarian models the ethical use and critical analysis of information, literature, and mass media, and interacts in these areas with students and staff.*
4. *The teacher-librarian supports student and staff media productions (e.g., audio, video, scripting, material and information selection, and evaluation of presentations).*
5. *The teacher-librarian uses professional publications that provide guidance in the selection of quality materials.*

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

**1.1** Interviews with cooperating teachers, Praxis II scores, checking student files and transcripts, and perusing student work samples provide evidence that teacher-librarian candidates demonstrate in-depth knowledge and understanding of library science, including selection and evaluation of resources, information literacy knowledge, intellectual freedom, information access, and a broad knowledge of literature.

**1.2** Interviewing teacher-librarian graduates and analyzing artifacts provided evidence that teacher-librarian candidates demonstrated an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect library science content.

***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.***

***Knowledge***

*1. The teacher-librarian understands how students construct and use knowledge through the process of resource selection, analysis and synthesis of information, and communication.*

Element	Unacceptable	Acceptable	Target
<b>2.1 Knowledge Understanding Human Development and Learning</b>	X		

***Performance***

1. *The teacher-librarian models the integration of information skills across the curriculum.*
2. *The teacher-librarian provides access to information from a variety of sources to enrich learning for students and staff.*
3. *The teacher-librarian fosters an environment where each student is valued as an individual.*

Element	Unacceptable	Acceptable	Target
<b>2.2 Performance Provide Opportunities for Development</b>	X		

**2.1** Interviews with recent graduates, Praxis II scores, and artifacts provided insufficient evidence that teacher-librarian candidates demonstrate in-depth knowledge and understanding of how school age children construct knowledge in a library setting. Course work and syllabus include the theory of library science and information literacy, but do not demonstrate in in-depth applications of theory. Course work does not include practicum requirements that demonstrate performance.

**2.2** Interviewing prior graduates and student work examples provide insufficient evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect library science content.

**Areas for Improvement:**

1. *The teacher-librarian models the integration of information skills across the curriculum.*
2. *The teacher-librarian provides access to information from a variety of sources to enrich learning for students and staff.*
3. *The teacher-librarian fosters an environment where each student is valued as an individual.*

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

***Performance***

1. *The teacher-librarian identifies appropriate services, resources, and technology to meet diverse learning needs.*

Element	Unacceptable	Acceptable	Target
<b>3.2 Performance Modifying Instruction for Individual Learning Needs</b>	X		

**3.2** Interviewing prior graduates, analyzing teacher lesson plans, and artifacts provided incomplete evidence that teacher-librarian candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect library science content. Course work and

syllabus discuss research options, but do not demonstrate in in-depth applications of theory. The practicum did not require standard 3 to be practiced or documented.

**Areas for Improvement:**

1. The teacher-librarian identifies appropriate services, resources, and technology to meet diverse learning needs.

***Standard 4: - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.***

***Knowledge***

*1. The teacher-librarian knows how to determine the changes necessary in information access, facilities, and technologies in order to make services and materials available to students and staff.*

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

***Performance***

*1. The teacher-librarian includes a variety of reading and information materials in instruction and prompts students through questioning skills to improve performance.*

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

**4.1** Interviews with prior graduates, course syllabuses, student work samples provide incomplete evidence that teacher-librarian candidates demonstrate in-depth knowledge and understanding of how to make necessary changes to information access , facilities, and technology in order to make services and materials available to students and staff. Current course offerings provide instruction designed for small and rule public libraries. Current course offerings do provide the necessary theory foundation.

**4.2** Interviewing teacher-librarian graduates, and analyzing teacher-librarian submitted artifacts provided incomplete evidence that teacher-librarian candidates demonstrated an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect library science content. Assignments were geared toward public library applications, not school libraries. As such students were able to

demonstrate content knowledge but not application in a school setting. The practicum did not require standard 4 to be practiced.

**Areas for Improvement:**

1. The teacher-librarian includes a variety of reading and information materials in instruction and prompts students through questioning skills to improve performance.

***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.***

***Knowledge***

*1. The teacher-librarian understands the techniques to motivate students to develop a habit of lifelong reading.*

Element	Unacceptable	Acceptable	Target
<b>5.1 Knowledge Understanding of Classroom Motivation and Management Skills</b>	<b>X</b>		

***Performance***

- 1. The teacher-librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.*
- 2. The teacher-librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.*
- 3. The teacher-librarian works to establish and maintain a positive climate in the school library.*
- 4. The teacher-librarian determines collection development needs using a variety of information sources (e.g., samples of student and teacher presentations, information requests, curricula, and current collection holdings).*

Element	Unacceptable	Acceptable	Target
<b>5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments</b>	<b>X</b>		

**5.1** Interviews with prior graduates, course syllabuses, student work samples provided incomplete evidence that teacher-librarian candidates demonstrate in-depth knowledge and understanding of how to create learning environment in a school library. Current course offerings provide instruction designed for small and rule public libraries. Current course offerings do provide the necessary theory foundation. The practicum does not include requirements to demonstrate knowledge or performance.

**5.2** Interviewing teacher-librarian graduates, analyzing teacher-librarian submitted artifacts, and interviewing university supervisors provided incomplete evidence that teacher-librarian candidates demonstrated an adequate ability to model information literacy or create a positive atmosphere in a school library setting. Assignments were geared toward public library applications, not school libraries. As such students were able to demonstrate content knowledge but not application in a school setting. The practicum did not require standard 5 to be practiced.

**Areas for Improvement:**

***Knowledge***

*1. The teacher-librarian understands the techniques to motivate students to develop a habit of lifelong reading.*

***Performance***

- 1. The teacher-librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.*
- 2. The teacher-librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.*
- 3. The teacher-librarian works to establish and maintain a positive climate in the school library.*
- 4. The teacher-librarian determines collection development needs using a variety of information sources (e.g., samples of student and teacher presentations, information requests, curricula, and current collection holdings).*

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

***Knowledge***

*1 The teacher-librarian understands various communication and public relations strategies.*

Element	Unacceptable	Acceptable	Target
<b>6.1 Knowledge Communication Skills</b>		<b>X</b>	

***Performance***

- 1. The teacher-librarian collaborates with colleagues to enhance the learning environment through improved communication techniques.*
- 2. The teacher-librarian works with colleagues to empower students with effective communication techniques and strategies.*

Element	Unacceptable	Acceptable	Target
<b>6.2 Performance Application of Communication Skills</b>		<b>X</b>	

**6.1** Interviews with prior graduates and student artifacts demonstrate knowledge on how to communicate with students and staff.

**6.2** Interviews with prior graduates and student artifacts demonstrate an ability to communicate with teachers and students.

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

***Knowledge***

*1. The teacher-librarian understands the scope and sequence of curricula and how they interrelate.*

Element	Unacceptable	Acceptable	Target
<b>7.1 Knowledge Instructional Planning Skills</b>	<b>X</b>		

***Performance***

*1. The teacher-librarian collaborates with other teachers as they create, implement, and evaluate lessons, and models the use of information tools to meet the developmental and individual needs of diverse students.*

*2. The teacher-librarian works with students and staff to help them determine and locate appropriate materials to meet their individual needs.*

*3. The teacher-librarian promotes appropriate use of relevant information and instruction technologies.*

*4. The teacher-librarian uses appropriate print and/or electronic instructional resources to design learning experiences.*

*5. The teacher-librarian maintains a library schedule that is flexible and accessible to individuals, small groups, and classes to enhance learning opportunities.*

*6. The teacher-librarian develops the library materials collection to support the school's curriculum.*

Element	Unacceptable	Acceptable	Target
<b>7.2 Performance Instructional Planning</b>	<b>X</b>		

**7.1** Standard 7 not met in knowledge. Basic theory is taught. Students are introduced to integrating curriculum and standards into selection. Current practicum requirements do not require candidates to apply or demonstrate knowledge.

**7.2** Standard 7 not met in performance. Current course work does not provide the opportunity to demonstrate performance. Practicum requirements that can demonstrate performance in standard 7 are not required.

**Areas for Improvement:**

***Performance***

- 1. The teacher-librarian collaborates with other teachers as they create, implement, and evaluate lessons, and models the use of information tools to meet the developmental and individual needs of diverse students.*
- 2. The teacher-librarian works with students and staff to help them determine and locate appropriate materials to meet their individual needs.*
- 3. The teacher-librarian promotes appropriate use of relevant information and instruction technologies.*
- 4. The teacher-librarian uses appropriate print and/or electronic instructional resources to design learning experiences.*
- 5. The teacher-librarian maintains a library schedule that is flexible and accessible to individuals, small groups, and classes to enhance learning opportunities.*
- 6. The teacher-librarian develops the library materials collection to support the school's curriculum.*

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

***Performance***

- 1. The teacher-librarian continually assesses students' progress concerning their use of information and technology and their selection of reading materials.*

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

**8.2** Standard 8 not met in performance. Current course work does not provide the opportunity to demonstrate performance. Current course work does not provide practicum requirements that can demonstrate performance in standard 8.

**Areas for Improvement:**

- 1. The teacher-librarian continually assesses students' progress concerning their use of information and technology and their selection of reading materials.*

***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.***

***Knowledge***

*1. The teacher-librarian understands confidentiality issues related to library records.*

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

***Performance***

*1. The teacher-librarian advocates for the school library program and the library profession.*

*2. The teacher-librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.*

*3. The teacher-librarian adheres to the legal and ethical tenets expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and the American Library Association (ALA) Code of Ethics.*

Element	Unacceptable	Acceptable	Target
<b>10.2 Performance Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships</b>	<b>X</b>		

**10.1** Through course syllabuses, artifacts, and interviews with prior graduates standard 10 for knowledge is met. The graduates are very well versed in records, confidentiality, and professional library standards and procedures.

**10.2** Standard 10 not met in performance. Current course work does not provide the opportunity to demonstrate performance. Current course work does not provide practicum requirements that can demonstrate performance in standard 10.

**Areas for Improvement:**

***Performance***

*1. The teacher-librarian advocates for the school library program and the library profession.*

2. *The teacher-librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.*
3. *The teacher-librarian adheres to the legal and ethical tenets expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and the American Library Association (ALA) Code of Ethics.*

**Standard 11: Library Management - The teacher-librarian understands the need for efficient management of the library media center.**

**Knowledge**

1. *The teacher-librarian understands the process of cataloging and classifying library materials using professional library standards (e.g., MARC, AACR2r, and bibliographic utilities).*
2. *The teacher-librarian understands the process of automating and retrieving information.*
3. *The teacher-librarian understands how to develop a balanced and organized print and non-print library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.*
4. *The teacher-librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.*
5. *The teacher-librarian understands the principles of basic budget planning and collection development (e.g., selection, processing, and discarding).*
6. *The teacher-librarian understands the grant application process.*
7. *The teacher-librarian understands how to develop and implement the school library mission, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school.*
8. *The teacher-librarian understands how to integrate the information literacy standards for student learning into formal documents related to the school library program.*

Element	Unacceptable	Acceptable	Target
<b>11.1 Knowledge Library Management</b>		<b>X</b>	

**Performance**

1. *The teacher-librarian administers and trains staff to ensure an effective school library program.*
2. *The teacher-librarian demonstrates the ability to plan and budget resources in a fiscally responsible manner.*
3. *The teacher-librarian provides leadership in the development and implementation of library policies that expand appropriate access to information.*
4. *The teacher-librarian participates in decision-making groups to continually improve library services (e.g., building and district technology councils, curriculum councils, and site-based decision-making teams).*

Element	Unacceptable	Acceptable	Target
<b>11.2 Performance Efficient Management of the Library Media Center</b>	<b>X</b>		

**11.1** Through course syllabuses, provided student artifacts, and prior graduate interviews standard 11.1 is met. It is clear that graduates have a tremendous base knowledge of library science upon completion of the program. All knowledge items are met. Praxis II scores support this finding. Graduates surpass required scores.

**11.2** Standard 11.2 not met in performance. Current course work does not provide the opportunity to demonstrate performance. Current course work does not provide practicum requirements that can demonstrate performance in standard 11.2.

**Recommended Action on Library Media Specialist**

- Approved
- Approved Conditionally
- Not Approved

BOE/State Site Visit to University of Idaho  
April 7-9, 2013  
List of individuals interviewed

Initial program faculty

Amanda C. Soto  
Anne E. Adams  
John Davis  
Beth Price  
Grace Goc Karp  
Jim Connors  
Paul Gathercoal  
Monica Hansen  
Margaret Vaughn  
Brant Miller  
Warren Bakes  
Kris Allen  
Emily Duvall  
Julie Amador

Technology and library resources

Greg Clifford  
Chuck Lanham  
James Gregson  
Ken Cox  
Rami Attebury  
Jeanne Stevenson  
Bruce Pitman

Teacher Education Coordinating Committee

Monica Hansen  
Jim Connors  
James Gregson  
Allen Kitchell  
Lorie Enloe  
Rob Ely  
Cori Mantle-Bromley  
Tony Pickering

Administrators

STATE DEPARTMENT OF EDUCATION  
FEBRUARY 27, 2014

University of Idaho

Review Dates: April 6-9, 2013

Cori Mantle-Bromley, Dean, College of Education  
M. Duane Nellis, President, University of Idaho  
Katherine Aiken, Dean, College of Letters, Arts and Social Sciences  
Douglas Baker, Provost  
Keith Ickes, Planning & Budget Director  
Carmen Suarez, Chief Diversity Officer  
Scott Clyde, Director TRIO program

P-12 partners (Teachers and administrators)

Tina Woods  
Julie Spangler  
Kathy Vietmeier  
Kendra McMillan  
Judy Mock  
Lisa Belknap  
Summer Comfort  
Joel Pals  
Pat Blount  
Styeven Braun  
Evan Hecker  
Peggy McDonnell  
J.D. Poulos  
Tiffany Scupter  
Matthew Haley  
Rachel Lyon  
Edward Norman  
Kendra McMillan  
Kevin Hill  
Craig Allen  
Bob Celebrazze  
Kevin McDonough  
Cindy Bechenski  
Sarah Hanchey

Initial program current candidates

Jemma Morrow  
Alexandra Clyatt  
Ricardo Guzman  
Molly Palmer  
Cassie Hamilton  
Kelsey Sanders  
Catherine Wimer  
Harper Wallen  
Kelsey Dorey

Derek Kurtz  
Daniel Schneider  
John Zieske  
Heather Brown  
Misty Ruchci  
Cassandra Shelton

Initial program recent graduates

LeAnna Ricks  
Shannon Blickenstaff  
Ken Berger  
Ellie Cantrell  
Katie Lamm

Advanced faculty

Jim Gregson  
Kathy Canfield-Davis  
Mary Gardiner  
Penny Tenuto  
Matt Wappett  
Julie Fodor  
Philip Scruggs  
John Cannon  
Anne Kern  
Lorie Enlow

Advanced programs current candidates

Mary Harris  
Mary Anne  
Dave Webster  
George Conger  
Heather Fisher  
Sherri Ybarra  
Cindy Latella

Advanced programs recent graduates

Carly Bean  
Brian Redmond  
Nichole Rollosson  
Casey McNett  
Christa Davis  
Colleen Christie  
Kathy Stefan

Field supervisors

STATE DEPARTMENT OF EDUCATION  
FEBRUARY 27, 2014

University of Idaho

Review Dates: April 6-9, 2013

Allison Touchstone  
Warren Bakes  
Ingrid Spence  
Grace Goc Karp  
Amanda Soto  
Sally Greene

Advisory Board

Michael Murphy  
Steven Braun  
Rachel Lyon  
Monica Hansen

Assessment team

Terry Jentsch  
John Cannon  
Penny Tenuto  
Phillip Scruggs  
Dan Campbell  
Alan Nasypany



## BOE Report for Continuous Improvement Pathway

### Summary for Professional Education Unit

**Institution Name:**

University of Idaho

**Team Recommendations:**

Standards	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	Standard Met	Standard Met
Standard 2: Assessment System and Unit Evaluation	Standard Met	Standard Met
Standard 3: Field Experiences and Clinical Practice	Standard Met	Standard Met
Standard 4: Diversity	Standard Met	Standard Met
Standard 5: Faculty Qualifications, Performance, and Development	Standard Met	Standard Met
Standard 6: Unit Governance and Resources	Standard Met	Standard Met

Not Applicable = Unit not reviewed for this standard and/or level

**Team Recommendations on Movement Toward Target:**

Standards	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	Movement Towards Target	Movement Towards Target
Standard 2: Assessment System and Unit Evaluation	Not Applicable	Not Applicable
Standard 3: Field Experiences and Clinical Practice	Not Applicable	Not Applicable
Standard 4: Diversity	Not Applicable	Not Applicable
Standard 5: Faculty Qualifications, Performance, and Development	Not Applicable	Not Applicable
Standard 6: Unit Governance and Resources	Not Applicable	Not Applicable

Not Applicable = Unit did not select this as a target standard

### I. Introduction

**I.1 Brief Overview of the institution and the unit.**

The University of Idaho is a publicly supported, comprehensive land-grant university and is the state's principal research and doctoral-granting institution. It is the state's oldest public university, founded in 1889, with the main campus located in Moscow and additional centers located throughout the state, including Boise, Coeur d'Alene, and Idaho Falls. As a land-grant institution, the university has a strong commitment to public outreach and seeks to help solve complex social problems through research, teaching, and public engagement. Its teaching and learning programs include undergraduate, graduate, professional, and continuing education offerings that are delivered through both face-to-face, online, and hybrid means. Current enrollment is over 12,000 mostly full-time students.

The College of Education (COE) is one of ten major academic divisions on campus and is the unit that has responsibility for educator preparation and certification. It offers initial teacher preparation programs in elementary education, secondary education, and physical education. It also supports programs in music education. Advanced programs for teachers are offered in special education, curriculum and

instruction, and physical education. It also supports programs in music education, agricultural education, and early childhood developmental education. The unit also prepares individuals for roles as principals and superintendents. Collectively, these programs enrolled 235 candidates in 2011-12.

While the unit has primary responsibility for professional preparation of candidates, it also collaborates closely with departments that offer content preparation for teachers, and representatives of those departments have a formal role on the unit's major policy body, the Teacher Education Coordinating Council.

**I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?**

This visit was a concurrent visit in accord with the Idaho state protocol. The state takes responsibility for program reviews, which are conducted during the concurrent visit. There were no known deviations from the protocol.

**I.3 Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).**

The College of Education offers a number of undergraduate and graduate programs at centers in Coeur d'Alene and Boise, either as face-to-face or online offerings, or a blend. Most courses in the educational leadership program are offered online. The program has recently begun moving toward more "hybrid" courses that combine face-to-face and online components. Interviews with candidates, faculty, and P-12 partners included participants from the centers and those who participated in online courses. Time did not permit onsite visits to Coeur d'Alene or Boise.

**I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.**

Two of the offsite team members were unable to participate in the onsite visit for medical reasons; however, NCATE staff were able to recruit replacements. Additionally, one team member had to leave on the Sunday of the visit because of a death in the family. However, with the help of his notes and the work done on the offsite report, team members were able to cover that standard adequately.

## II. Conceptual Framework

*The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.*

*The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.*

**II.1 Provide a brief overview of the unit's conceptual framework and how it is integrated across**

**the unit.**

The unit's "CARE" conceptual framework embodies four key values underlying its programs:

- Cultural Proficiency
- Assessment, Teaching and Learning
- Reflective Scholarship and Practice
- Engagement in Community Building and Partnerships

The unit provided evidence that this framework gives direction to programs, courses, teaching, candidate performance, scholarship, service, and accountability. The framework is aligned with the University of Idaho Strategic Action Plan, the Idaho State Department of Education's Ten Core Standards for Teacher Preparation Programs, and the Four Domains found in Charlotte Danielson's Professional Practice: A Framework for Teaching (the Danielson framework is being used by the state of Idaho for evaluating in-service teachers).

Candidates are oriented to the conceptual framework and are expected to demonstrate that they have met the expectations that reflect the framework. Key assessments within the unit's assessment system are aligned with the framework and provide feedback on the degree to which the four core values are being achieved, allowing unit faculty to continually analyze results and make changes as needed.

For both initial and advanced programs, evidence of the conceptual framework was consistently found in course syllabi, field experience handbooks, and assessments.

### III. Unit Standards

The following pages contain a summary of the findings for each of the six NCATE unit standards.

#### Standard 1

##### Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

*Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.*

##### 1.1 Overall Findings

##### What did the evidence reveal about the unit continuing to meet this standard?

Standard 1 is the standard that the unit has designated as moving toward target. Initial evidence provided in the IR, in the follow-up in the addendum to the IR, and in interviews during the onsite visit supports the efforts of the unit in continuing to meet this standard and make progress toward target.

Initial-level candidates are required to pass the Praxis II content knowledge test in their areas prior to their student teaching experience; this supports the demonstrations of in-depth content knowledge in the areas in which they choose to teach. Over the most recent five-year period, candidates across all subject

areas consistently maintained a pass rate over 80 percent; elementary candidates had a pass rate of 97 percent. Surveys of mentor teachers and student teachers also provided evidence of content preparation. Over 90 percent of student teachers believed their content preparation was either "excellent" or "good," while 90 percent of teacher mentors expressed the same belief.

Candidates further demonstrate content knowledge through lesson planning. Key assessments used across the program (in particular, Pearson's edTPA, which the education program is piloting this year) also demonstrate candidate content knowledge. Initial programs are evaluated against the Idaho State Department of Education's Ten Core Standards for Teacher Preparation Programs to satisfy state requirements for demonstration of content knowledge in teacher preparation programs.

Candidates in advanced programs are recognized as experts in their content areas as demonstrated in GPA documents and signature assignments. These documents are used to demonstrate that candidates at both the initial and advanced levels have qualities of highly effective educators in terms of their content knowledge. Further demonstration of advanced candidates' contributions as experts in their respective content areas can be seen in the music program, with two M.Ed. candidates published in state music education publications; one has presented at regional and national educational conferences and is a potential doctoral program candidate. Educational leadership candidates show their mastery through portfolios with artifacts aligned with the six standards that guide the program.

Pearson's Teacher Performance Assessment (edTPA) is being piloted this year as an additional mechanism to measure content knowledge, pedagogical skills, and professional dispositions (UI is participating in the Teacher Performance Assessment Consortium). All curricula and key assessments have been designed to align with the College of Education conceptual framework, in addition to ensuring that candidates meet national, state, and institutional standards. Data from the pilot of the edTPA, as well as from surveys from recent graduates also support that graduates of these programs have content knowledge, pedagogical skills and abilities, and dispositions as needed for initial candidates to promote learning in their classrooms. Results from the initial pilot show average scores from 2.5 to 2.9 (on a five-point scale) on the 13 components of the assessment, closely tracking national averages on the national pilot. Detailed lesson plans are developed during practicum experiences; candidates are given feedback on these plans in TaskStream. During their final practicum, student teaching, the lesson plans are very complex, involving management strategies, instructional processes and strategies. Candidates integrate technology on a variety of levels into lessons, depending on the level of access in the K-12 setting they are assigned to. The technology is used both for the candidate's benefit as well as to support student learning where possible.

Candidates at the initial level consider school, family, community, and prior experiences of students as they prepare their edTPA documents. A considerable amount of planning and thought goes into the development of this document, which includes the collection of data, as well as reflection on the data and what it means in terms of preparation for teaching and lesson plan development. Additional assignments that are part of methods courses and practicum experiences require candidates to analyze research and become familiar with major schools of thought pertaining to schooling; this information is then incorporated into planning during student teaching.

Advanced candidates critique research and theories related to pedagogy and learning and collaborate with other professionals and peers on projects related to improving student learning and improving student success in the buildings in which they are currently assigned.

Teacher candidates focus on student learning in methods courses in the development of management and instructional strategies and plans that are uploaded into TaskStream for feedback from instructors. These plans are those that may eventually be put into action during student teaching. Program faculty model

and teach reflective practice so that candidates will have an opportunity to see this in practice and thus know how it is done. The first component of the conceptual framework deals with the diversity of students from many perspectives; candidates are asked to learn to assess students, keeping diversity of populations a consideration at all times. Advanced candidates are part of professional teams that collaborate to develop strategies and interventions that will support learning and success for students in their respective buildings.

The conceptual framework (CARE) is used as the basis for the core values of the education unit and is centered on cultural proficiency; assessment, teaching, and learning; reflective scholarship and practice; and engagement in community-building and partnerships. This document also serves as a guide for the development of the professional dispositions of candidates at both the initial and advanced levels. Interviews with both candidates and faculty in schools revealed a good understanding of the conceptual framework and of the professional dispositions of effective educators. Candidates spoke highly in interviews of the coursework in teaching exceptionalities and culturally diverse learners as opportunities that had expanded their realm of understanding of diversity in schools and in communities. Various examples were given of opportunities for enrichment that were part of coursework and of out-of-class activities they had been part of (spring break trips, workshops, visits to diverse schools). Candidates are assessed on their professional dispositions at several points during practicum and internship.

## **1.2 Moving Toward Target or Continuous Improvement**

**Please respond to 1.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 1.2.b.**

### **1.2.a Movement Toward Target.**

**Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.**

Information provided in the IR Addendum served to direct attention to those areas that were not clear from the offsite visit. Clearly all program completers pass content examinations in the areas in which they wish to be certified (Praxis II content tests), demonstrating that they have indepth knowledge of the content that they plan to teach. This supports the requirements of the state of Idaho and their teaching standards, as well as NCATE Standard 1. Teacher candidates also have developed a thorough understanding of how to plan for student learning and can develop meaningful learning experiences that facilitate learning for all students. Lessons are thoughtful, represent careful planning, integrate technology where and when possible, and use assessment techniques to determine how to inform instruction. Candidates reflect on their practice to make necessary adjustments, using feedback from both mentor teachers and university supervisors to make changes in lessons.

Meeting Standard 1 at Target level requires that teacher candidates demonstrate indepth content knowledge in the areas they plan to teach, and that they do this through inquiry, critical analysis, and synthesis. Additional measures of content expertise that are used include content area GPA; these measures also indicate that candidates know their content, as well as the content in the education core (GPA average is 3.41 across the education program). Signature assignments (key assessments) across the program are also used as a measure of content knowledge to demonstrate qualities of highly effective educators.

Professional dispositions are measured using mid- and end-of-semester disposition assessments that help candidates explore their progress moving toward becoming a teaching professional. These dispositions are linked to the state-defined dispositions for pre-service teachers; the measure of dispositions is completed during practicum and internship teaching. The format allows for feedback to candidates and

counseling (out of the program if necessary). Part of the measure includes the dispositions of fairness and the belief that all students can learn. The educational leadership program has also developed its version of the disposition assessment, which is used in that program as a tool for measuring candidate dispositions.

Candidates in advanced programs have taken on leadership roles in their communities (both local as well as professional) to contribute to school improvement and renewal as it impacts the local communities. They have roles in their schools on school committees, work for school improvement, and serve as mentors and supervisors for other teachers. They work with other professionals in their buildings to identify and design strategies and interventions that support student learning.

**1.2.b Continuous Improvement.**

**What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?**

N/A

**1.2.b.i Strengths.**

**What areas of the standard are being addressed at the target level?**

N/A

**Criteria for Movement Toward Target**

Target	Moving Toward Target	Insufficient Progress
Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in all elements of the standard.	Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in some components and/or elements of the standard with plans and timelines for attaining target level in all elements of the standard.	Insufficient evidence was provided to demonstrate that the unit is moving toward target level with plans and timelines for attaining target level for the standard.

**1.3 Areas for Improvement and Rationales**

**1.3.a What AFIs have been removed?**

AFI	AFI Rationale
N/A	N/A

**1.3.b What AFIs are continued from last visit?**

AFI	AFI Rationale
N/A	N/A

**1.3.c What new AFIs are recommended?**

AFI	AFI Rationale
N/A	N/A

**1.4 Recommendations**

**For Standard 1**

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

**Target Level**

Level	Recommendation
Initial Teacher Preparation	Moving Toward Target
Advanced Preparation	Moving Toward Target

**Standard 2**

*The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.*

**Standard 2: Assessment System And Unit Evaluation**

*The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.*

**2.1 Overall Findings**

**What did the evidence reveal about the unit continuing to meet this standard?**

The assessment system incorporates all initial and advanced programs within the unit. (The unit also operates a number of doctoral programs, but these are not designed for or taken in significant numbers by school personnel and are not subject to NCATE review.)

The assessment system integrates the use of data collection, analysis, and monitoring of various measures from entry through exit from the program. Six transition points comprise the assessment system and include the following: 1) Admissions; 2) Completion of Course Work; 3) Field Experience; 4) Teaching Credential; 5) Program Exit; and 6) Employment. These transition points have different assessment activities, evidence, schedules, and instruments used to ascertain the appropriate data to determine progress and to assess the need for improvement. Data are reviewed annually by faculty and other program administrators but are collected on a semester or annual basis. Data received from course evaluations are used to monitor and improve instructional quality. Interviews with program faculty and unit administrators and review of program exhibits confirmed the transition points and supporting data.

As part of the university's institutional research and assessment, broader data collection for the university appears to focus on learning outcomes. An external review process is used to determine how academic programs and the unit align with the mission, role, and goals of the university. A self-study is conducted at the program level, and external reviewers assess the data to make decisions about the academic program-unit-university alignment. Recommendations are provided to the unit about ways to establish a closer alignment and/or engage in continual improvement. The external review process

further provides the opportunity for the unit to be deliberate about how it maintains a comprehensive assessment system. The self-study provides a framework for assessing the efficacy and efficiency of courses, programs, and clinical experiences.

TaskStream and BlackBoard Learn are used at the undergraduate level for data collection and evaluation purposes. The integration of BlackBoard Learn within the programs focuses on processes related to course management issues. TaskStream has the capacity to determine candidate performance at both the initial and advanced levels (e.g., elementary education, secondary education). TaskStream offers the ability to monitor candidate performance at each level. Program administrators have indicated the importance of identifying candidates who are not performing accordingly with the appropriate knowledge, skills, and dispositions. TaskStream has the necessary capacity through systematic data collection to support retaining or exiting candidates from the program.

Within the advanced programs, a hybrid system of courses, online and face-to-face, exists, and the advanced programs offer both the non-thesis or thesis option for the candidates. Interviews with program faculty suggested the web-based portfolio is a popular choice for many of the advanced candidates. Some program faculty have indicated linkage to National Board for Professional Teaching Standards, as well as other standards-based models for the web-based portfolio. Faculty have indicated the insights gained from the assessment system allow them an opportunity to model for candidates the importance of being reflective and responsive to data geared toward improvement.

Four fundamental components characterize the function of the unit's assessment system: 1) to determine the quality of applicants and appropriate fit with the program; 2) to determine the quality of candidates throughout their programs in terms of expected knowledge, performance, and dispositions inherent in the conceptual framework; 3) to determine whether candidates have met the standards set by the Idaho State Department of Education; and 4) to continually improve the quality of programs and the unit's performance. At each point of transition, candidates are also being assessed to determine their progress according to the professional, state, and institutional standards. For example, within the educational leadership program, the candidates' perceived performance on Idaho Standards for School Administrators are primarily identified as good and strong. The areas being measured include dispositions, skills, and performance indicators.

Additionally, the data are disaggregated to identify areas for improvement needing to be addressed specifically for operational and policy purposes. The unit contains information disaggregated by location, and it is appropriately analyzed by the offsite campuses. The unit integrates both direct and indirect assessments. Direct measures involve candidate coursework, while indirect measures focus on student course evaluation. These distinct forms of data collection are informed both by performance (direct) and perception (indirect) and allow program administrators and faculty complimentary venues to determine best practices for improving teaching and learning.

The assessment system for initial programs uses the Danielson Framework and the Idaho Core Standards for Teacher Preparation. Program matrices are provided to demonstrate alignment between the program standards and the subjects. The course rubrics and program matrices in initial and advanced programs are further aligned to the conceptual framework (CARE) and those items include Cultural Proficiency; Assessment, Teaching, and Learning; Reflective Scholarship and Practice; and, Engagement in Community-Building and Partnerships. The multi-point assessment system integrates components of the conceptual framework, state standards, and candidate performance to support its implementation. Procedures are systematized to determine the fairness and consistency between the courses and faculty. The program uses consistent summative rubrics for signature assessments that have been designed to align with the Danielson framework and the edTPA, which allows comparison of multiple assessments. Data in TaskStream are also disaggregated by course sections and analyzed to assure consistency across

instructors. Evaluation of the program exhibits demonstrates a plan of action for resolving complaints and emerging issues affecting the assessment of candidate performance.

Advisory councils are established to inform the unit and programs about how to improve the delivery of the educator preparation for educator practice. Interviews with the Moscow School District Council indicated strong support for the unit and program. The administrative council described the quality of the candidates being produced by the unit, as well as the relationship with the unit and how it is responsive to their concerns. Some concern was expressed about the outreach of the unit to rural areas that surround the university. The idea was that the unit was preparing candidates more for districts like the Moscow School District and not for districts that are not similar to Moscow. Interviews with the Advisory Board representatives indicated, too, tremendous support for the outreach efforts of the unit and the deliberate approaches taken to forge close relationships. Some concern was expressed about the representation of the board, and there was interest in including more teachers on the committee. The data gained from the advisory councils are integrated as part of the assessment system and become useful for faculty and the broader unit to improve the quality of program delivery.

## **2.2 Moving Toward Target or Continuous Improvement**

**Please respond to 2.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 2.2.b.**

### **2.2.a Movement Toward Target.**

**Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.**

N/A

### **2.2.b Continuous Improvement.**

**What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?**

The unit is continuing to improve upon the delivery of the assessment system. The use of multiple data sources allows a closer alignment to demonstrate how the unit data collection is systematic and appropriately generates the quality of data needed to enhance the program. TaskStream provides the venue for collecting data at the program and unit level. Faculty regularly input the necessary data at the entry, midpoint, and final points. The Danielson framework and the Idaho standards show how the unit is incorporating evidence-based frameworks along with state standards. The activities are aligned accordingly to ascertain the appropriate data to respond to data collection, analysis, and evaluation as well as program improvement components within the overall assessment system. The unit integrates data from the institutional assessment system as based upon the self-study. This allows the unit to determine how the activities of the program align with the broader mission of the university.

#### **2.2.b.i Strengths.**

**What areas of the standard are being addressed at the target level?**

The unit operates a comprehensive assessment system through robust data collection, analysis, and evaluation. Data are regularly collected and analyzed to improve candidate performance. The curriculum and instruction program has received an award for its demonstrated technological capacity. Data are evaluated systematically, and there is collective support in the use of Task Stream and Blackboard Learn from the candidates, faculty, and the unit. The use of the Danielson framework and

the Idaho standards collectively show the alignment between the evidence-based research and standards.

**Criteria for Movement Toward Target**

Target	Moving Toward Target	Insufficient Progress
Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in all elements of the standard.	Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in some components and/or elements of the standard with plans and timelines for attaining target level in all elements of the standard.	Insufficient evidence was provided to demonstrate that the unit is moving toward target level with plans and timelines for attaining target level for the standard.

**2.3 Areas for Improvement and Rationales**

**2.3.a What AFIs have been removed?**

AFI	AFI Rationale
The unit assessment system has not been implemented for programs at the doctoral levels. (ADV)	No doctoral programs in the unit serve significant numbers (50% or more) of individuals preparing to work in school settings, thus do not fall under NCATE jurisdiction. (ADV)
Although programs are involved in the collection of data, the unit does not consistently analyze and evaluate those data for all advanced programs. (ADV)	The unit regularly analyzes, evaluates, and acts on assessment system data for all advanced programs.(ADV)
The unit's assessment system does not include a fully implemented process to ensure that all key assessments are systematically evaluated for bias and fairness. (ITP & ADV)	The unit's assessment system has developed procedures to ensure that all key assessments are systematically evaluated for bias and fairness. (ITP & ADV)

**2.3.b What AFIs are continued from last visit?**

AFI	AFI Rationale

**2.3.c What new AFIs are recommended?**

AFI	AFI Rationale

**2.4 Recommendations**

**For Standard 2**

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

**Target Level**

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

**Standard 3**

### Standard 3: Field Experiences And Clinical Practice

*The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.*

#### 3.1 Overall Findings

##### What did the evidence reveal about the unit continuing to meet this standard?

The unit provided samples of field placement agreements with P-12 schools that clearly spell out the mutual expectations of the partners. Interviews with unit faculty and P-12 practitioners confirmed that placements for initial candidates are based on a mutual matching process between the unit and school partners; both school principals and mentor teachers must approve placements following interviews with the candidates. The unit has also begun to implement a co-teaching internship in some classrooms. Additionally, some education classes are taught at school sites. Supervision of interns is the joint responsibility of the mentor teacher and university clinical faculty, who make regular visits.

Candidates in advanced programs are typically placed in the schools in which they are employed. In the educational administration program, faculty supervisors arrange the internship with a designated mentor at the site. Supervision of interns is the joint responsibility of the site mentor and the faculty supervisor, who regularly communicates with candidates through phone calls, e-mails, and visits. For both initial and advanced programs, interviews with P-12 partners confirmed that placement and supervision of candidates are well organized and characterized by good communication.

The unit has established clear entry and exit criteria for initial teacher candidates, including admission to teacher education, minimum 2.75 GPA, clearance on a background check, passage of all exams necessary for certification (Praxis II) for placement in student teaching internship, and an interview by building administrator. Exit criteria involve meeting or exceeding all expectations on all areas of final evaluations (standards and dispositions) and successfully completing a teaching performance assessment. Initial candidates are expected to participate in school professional development and other meetings. Teacher candidates in all areas complete a 16-week internship, preceded by structured practicum experiences of 30-60 hours. Candidates also must do 20 hours of service learning. Use of the edTPA provides structured opportunities for candidates to examine student work and reflect on their teaching. Field experiences and related assessments are designed to be supportive of the unit conceptual framework.

Advanced programs for administrator preparation require advisor approval and substantial completion of coursework to gain entry to the internship, which may be carried out over one or two semesters. Throughout the internship, candidates are expected to prepare 18 artifacts (three for each of the guiding six standards) in an electronic portfolio and summarize their work in a 45-minute presentation. The artifacts are based on concrete leadership tasks in the school setting.

Candidates are prepared to use varied technology in the classroom, although a few candidates and supervisors reported occasional mismatches in the internship—i.e., cases in which the school setting lacked the technology that candidates were prepared to use or, conversely, cases in which the candidate did not feel comfortable with the technology at the site. The unit recently established a new required course for all candidates that will provide candidates with extensive technology work.

Mentor teachers must have a minimum of three years of experience and are also screened by building principals. Mentor teachers are provided with an orientation session, with additional training available

for those who choose to participate in a co-teaching internship. Unit supervisors indicated that a majority of first-time mentors take advantage of this opportunity. Mentor teachers receive an internship handbook that spells out mutual expectations, guidelines, and other information. Mentors in the educational administration program are oriented through a meeting with the faculty supervisor and also have access to a handbook that clearly states expectations for the experience.

Teacher candidates are assessed in multiple ways. University supervisors visit internship candidates a minimum of four times, conferencing with the candidates and mentor teachers following each observation. Mentor teachers provide informal feedback on a daily basis and provide a formal evaluation at mid-term and at the end of the internship. Recently, the unit has moved toward implementation of the edTPA, a national evidence-based performance assessment administered during the internship and required by the unit for program completion. Candidates in advanced programs are assessed on a regular basis; examples of portfolios and rubrics were provided for the educational leadership program.

The unit strives to assure that clinical experiences provide candidates with opportunities to work in settings characterized by diversity, although the demographics of the region are not highly diverse. The unit maintains a list of schools with higher levels of diversity and frequently uses those for placements. Candidates are also encouraged to take advantage of other opportunities for interactions with P-12 students, such as service learning. The program has recently begun documenting candidates' experiences in diverse settings at the time of entry to student teaching, and is using that information to help determine student teaching placements. However, the program currently does not have data showing the degree to which candidates experience interactions with diverse P-12 students by the end of the program.

Candidates in advanced programs normally do field experience in the schools in which they teach; no data were available on the degree to which those settings reflect diversity. Faculty in the educational administration program encourage candidates to address diversity through tasks related to the program standard centered on community outreach.

### **3.2 Moving Toward Target or Continuous Improvement**

**Please respond to 3.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 3.2.b.**

#### **3.2.a Movement Toward Target.**

**Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.**

N/A

#### **3.2.b Continuous Improvement.**

**What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?**

In recent years, the unit has made a number of changes in the clinical component to enhance candidate experience. One of the biggest changes was the decision to use the Stanford/Pearson edTPA as a required assessment for all candidates. This instrument provides well structured rubrics that require candidates to analyze and reflect on student work and includes external scoring. Another innovation has been the adoption of the St. Cloud co-teaching model that is being used in classrooms where the teacher has indicated a willingness to participate. Training on the model has been provided for faculty as well as

P-12 teachers.

The unit has adopted procedures that include surveys and focus groups to solicit feedback from graduates about the quality of their clinical experiences. Further feedback is sought through a P-12 advisory committee, as well as inclusion of P-12 representation on the Teacher Education Coordinating Committee. In interviews, P-12 partners noted increased involvement and responsiveness from the unit in recent years.

**3.2.b.i Strengths.**

**What areas of the standard are being addressed at the target level?**

N/A

**Criteria for Movement Toward Target**

Target	Moving Toward Target	Insufficient Progress
Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in all elements of the standard.	Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in some components and/or elements of the standard with plans and timelines for attaining target level in all elements of the standard.	Insufficient evidence was provided to demonstrate that the unit is moving toward target level with plans and timelines for attaining target level for the standard.

**3.3 Areas for Improvement and Rationales**

**3.3.a What AFIs have been removed?**

AFI	AFI Rationale
N/A	

**3.3.b What AFIs are continued from last visit?**

AFI	AFI Rationale
N/A	

**3.3.c What new AFIs are recommended?**

AFI	AFI Rationale
N/A	

**3.4 Recommendations**

**For Standard 3**

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

**Target Level**

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Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

## Standard 4

### Standard 4: Diversity

*The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.*

#### 4.1 Overall Findings

##### What did the evidence reveal about the unit continuing to meet this standard?

The College of Education addresses the importance of diversity in its curriculum, faculty, school-based faculty, candidates, and placement of candidates in sites for field experiences at both the initial and advanced levels. Proficiencies related to diversity can be found in the "cultural proficiency" element within the CARE conceptual framework, which is also related to the university strategic plan that commits the university to being "a community committed to access and inclusion." The unit embraces the cultural proficiency approach, or an inside-out approach, to take into account those who are insiders in the organization, and it relieves those identified as outsiders –members of excluded or marginalized groups—from the responsibility of doing all the adapting. This approach shows that a substantial amount of attention is given to ensuring candidates understand and reflect upon the principles of diversity valued by the unit with each area being addressed.

The unit assesses diversity at each of the transition points within the assessment system. It is expected that candidates will have the knowledge, skills, and dispositions to work with exceptional students, including students who are academically challenged as well as those with gifted and talented exceptionalities, students from diverse socio-economic backgrounds, those with language acquisition issues, and students with diverse cultural backgrounds. Further, it is expected that advanced candidates develop proficiencies in becoming leaders in the schools in which they teach to advocate for educational equity for all students, to examine and understand the complexities of cross-cultural encounters in school settings, to analyze ethical issues in teaching and learning, to develop an awareness and sensitivity to issues in cross-cultural encounters, and to examine theories and skills of teaching and learning, when appropriate. Unit initial and advanced candidates were validated as assuming teacher and leadership roles in buildings in which they were placed through interviews with site-based faculty, unit supervisors, and candidates themselves feeling prepared to assume such roles. Further, the unit has taken steps to address aspects of diversity in its curriculum both at pre-service and advanced levels.

Pre-service teacher candidates self-assess regarding professional dispositions that include aspects of respect and the valuing of diversity. Members of the faculty in programs affirm or question self-assessments by responding in TaskStream. Further, candidates have multiple opportunities for personal reflection, lesson and activity planning, and other community interactions. Data show that candidates demonstrate awareness of differentiated learning styles through writing lesson plans for differentiation in all methods courses and for practicum, internships, and during Teacher Performance Assessments (edTPA). Pre-service candidates experience at least two diversity-specific courses (EDSP 300, EDCI

301), as well as other courses where diversity topics are addressed. EDSP 300 Educating for Exceptionalities (two credits) includes theory and practice for teaching and supporting the learning of students who have special needs, which embraces the learning of all students. EDCI 302 Teaching Culturally Diverse Learners (four credits), includes a practicum where candidates spend 30 hours in a classroom and practice teaching students in local schools.

Course syllabi and assignments provide evidence that diversity is covered in the advanced programs through major course assignments such as creating a diversity leadership plan, an ethical leadership plan, a case study of exceptionalities, and an assessment of diversity resources. Additionally, advanced candidates prepare for the Praxis during internship and complete a professional portfolio at degree exit, both of which include a diversity component.

Unit faculty work to ensure that diversity is present throughout the program. In addition to faculty experience working in diverse settings prior to employment at the University of Idaho or studying diversity in their graduate programs, they continue to engage in activities that enhance their diversity awareness. Over the past four years, faculty have engaged in a number of professional development discussions to sharpen their knowledge of and skills in working with diverse groups.

The unit faces geographic and demographic challenges, as it is located in northern Idaho, where there is limited diversity. Thus, candidates have limited opportunities to interact with ethnically and racially diverse P-12 students. Although efforts have been made towards ensuring the students have diverse experiences, the unit lacks evidence of the degree to which candidates interact with diverse students.

Faculty demographic data show that among those who only teach in initial programs, there are 10 White, one Hispanic/Latino, and four Unknown; nine of those are males and six are females. Of the professional faculty who only teach in the advanced program, eight are White, one is Two or More Races, and one is Unknown; there are six males and four females. Of the professional faculty who teach in both initial and advanced programs, two are American Indian or Alaska Natives, 23 are White, and four are Unknown. There are 11 males and 18 females in this group.

Faculty are recruited through advertisements in diverse faculty publications, which is part of the good faith efforts by the unit to increase the diversity of its faculty. Based on an interview with unit leadership, efforts have been made to recruit diverse faculty, but there has been a lack of interest among diverse faculty candidates. However, when diverse applicants are not available, the unit makes an intentional effort to hire faculty who have extensive experience in highly diverse settings.

Of candidates in initial programs, 90 percent are White and the other 10 percent include four percent Hispanic/Latino, .6 percent American Indian or Native Alaskan, .6 percent Asian, .2 percent Black or African American, .6 percent Native Hawaiian or other Pacific Islander, 2.2 percent Two or More Races, and two percent Race/Ethnicity Unknown, for a total of 574. There are 32 percent male and 68 percent female candidates. Candidates in advanced programs include 88.1 percent White, 2.5 percent Hispanic/Latino, .4 percent American Indian or Alaska Native, .8 percent Asian, .8 percent Black or African American, two percent Two or More Races, and 5. percent Unknown. There are 40 percent male and 60 percent female candidates, for a total of 244 in the advanced program.

Strategic plans for the university and the unit include a commitment to increasing candidate diversity. As a part of this effort, plans are to ensure that cultural and socioeconomic diversity is incorporated into the recruitment plan; the unit has set a target of an overall increase of four percent in the next four years. These good faith efforts are in the early stages, and the unit expects that the results of the recruitment plan will have a positive impact on the composition of the candidate pool for teacher preparation.

In an effort to retain candidates, the dean of the college described her partnership with student services to retain students within the department. She also described the enhanced advising process, which places retention responsibilities on the advisors to determine how many of their advisees have remained at the institution. The unit has also made an effort to increase the Native-American student population. As a result, five Native Americans have recently graduated from their respective doctoral programs.

While the data show limited numbers of peers and faculty from diverse backgrounds, efforts are made to address the specific needs of the candidates to interact with all aspects of diversity as learners themselves and as pre-service educators. Field experiences or clinical practice in the unit are designed to provide candidates at all levels and sites the opportunity to work with male and female P-12 students from different socio-economic groups and at least two ethnic/racial groups. While Idaho is a relatively homogenous state, with pockets of ethnic diversity throughout the state, other significant forms of diversity are present in schools throughout Idaho: socio-economic, cultural, parental education levels, and other exceptionalities are present. The unit has begun implementing a "diversity scan" at the time of assignment to student teaching that allows the unit to make student teaching assignments in light of candidates' prior experience interacting with diverse P-12 students. However, at this point the unit does not have documentation of the degree to which candidates experience interaction with P-12 students.

The TRIO programs, housed in the College of Education, provide an opportunity for candidates to interact with diverse students. The TRIO programs currently serves more than 1,900 eligible participants. Thirty-seven percent of COE TRIO students are White, 35 percent are African-American, 19 percent are Hispanic, four percent are Native American, four percent are Asian-American, and one percent is listed as "Other", including multiracial students. Twenty-two students with disabilities and more than 100 U.S. veterans currently participate in College of Education TRIO programs as well. While the TRIO programs present a tremendous opportunity for candidates to gain diverse experiences, it was gleaned from candidate interviews and the director of TRIO that not every education student participates in the TRIO programs. However, the director is working with the TECC to work towards this effort.

#### **4.2 Moving Toward Target or Continuous Improvement**

**Please respond to 4.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 4.2.b.**

##### **4.2.a Movement Toward Target.**

**Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.**

N/A

##### **4.2.b Continuous Improvement.**

**What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?**

The unit is continuously examining diversity in all aspects of educator preparation. The TRIO programs are continuing to evolve, as plans are in place to provide more opportunities for education candidates to engage in diverse experiences within the TRIO programs. As the unit continues to embed diversity throughout the curriculum, it is evident that the initial and advanced candidates are gaining more experiences as they progress throughout their respective programs. Also, as noted above, the unit has begun more closely tracking candidate experience working with diverse P-12 students.

With the addition of two new courses, EDCI 302 Teaching Culturally Diverse Learners and EDSP 300

Educating for Exceptionalities, pre-service teachers are better prepared for the edTPA, which involves candidates identifying three students in their target class who have special needs and explaining and reflecting on how they will provide differentiated instruction to ensure the learning of all students, including the three identified students. As a result, candidates are thinking about diversity and the need to differentiate assessment, teaching, and learning early and often throughout the teacher preparation programs.

**4.2.b.i Strengths.**

**What areas of the standard are being addressed at the target level?**

N/A

**Criteria for Movement Toward Target**

Target	Moving Toward Target	Insufficient Progress
Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in all elements of the standard.	Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in some components and/or elements of the standard with plans and timelines for attaining target level in all elements of the standard.	Insufficient evidence was provided to demonstrate that the unit is moving toward target level with plans and timelines for attaining target level for the standard.

**4.3 Areas for Improvement and Rationales**

**4.3.a What AFIs have been removed?**

AFI	AFI Rationale
The unit's professional curriculum does not adequately address aspects of diversity related to race, gender, ethnicity, and socioeconomic status that support candidates' abilities to help all students learn. (ITP & ADV)	Since the last visit, diversity has been permeated throughout the curriculum via various courses in each program, as well as the new addition of the "Cultural Proficiency" element of the CARE conceptual framework. (ITP & ADV)

**4.3.b What AFIs are continued from last visit?**

AFI	AFI Rationale
Candidates have limited opportunities to interact with ethnically and racially diverse P-12 students. (ITP & ADV)	The unit lacks evidence of the degree to which candidates interact with diverse students. (ITP & ADV)

**4.3.c What new AFIs are recommended?**

AFI	AFI Rationale
N/A	

**4.4 Recommendations**

**For Standard 4**

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

**Target Level**

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

**Standard 5**

**Standard 5: Faculty Qualifications, Performance And Development**

*Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.*

**5.1 Overall Findings**

**What did the evidence reveal about the unit continuing to meet this standard?**

All unit faculty have earned doctorates, master's, or terminal degrees in their teaching area. Qualifications of full-time faculty, temporary faculty, instructors, and instructional staff are further evidenced in the document Education Faculty Qualifications and Experiences, which provides a listing of fifty-four faculty with few exceptions where the doctorate is not the highest degree. In addition, many faculty have appropriate PK-12 school experience, including prior classroom teaching experience and varied contemporary experiences in school settings. Faculty in the unit are qualified for their respective positions.

Faculty members reflect on their teaching during the annual review process. There is a comprehensive evaluation process for faculty performance with clear guidelines in terms of teaching and advising, scholarship, and service. These guidelines provide explicit criteria for tenure and promotion decisions. Candidate evaluations of courses are factored into the yearly evaluation of faculty performance and reviewed by unit administrators. A summary of course evaluations indicates that faculty members perform well on teaching. A review of data supports the existence of a relevant process for collecting and reviewing faculty performance data. Those data support the finding that faculty meet or exceed expectations in teaching, professional engagement, and service.

Faculty members participate in a range of service activities at the unit, college, university, regional, state, national, and international levels. Appendix D, Professional Education Faculty Qualifications and Experiences, and a review of vitae support that faculty make routine contributions in both scholarship and service, including refereed journals; presentations at national, regional, and local conferences; presentations and workshops for P-12 educators; and membership in national associations. Summary of University of Idaho faculty collaborative activities and College of Education and university-level committee documents provide specific examples of faculty service, including their collaboration with PK-12 schools. The types of experiences support that faculty are engaged in improving teaching, candidate learning, and the preparation of educators.

Faculty model best practices in their teaching and leadership. Faculty routinely provide support and instructional activities in the schools. A review of course syllabi and candidate work samples demonstrate that instruction reflects the tenets of the conceptual framework, as well as state, national, and professional standards. Evaluations also support a conclusion that faculty are engaged in teaching that reflects effective instructional models. Both course evaluations and follow-up graduate surveys

provide evidence that faculty are well informed in their areas of expertise and are engaged professionally. A review of vitae provides listings of scholarship in refereed publications, presentations at professional meetings, and grant proposals. In FY 2011, College of Education faculty secured \$10.3M in extramural funding.

Faculty are supported for continuing professional development receiving approximately \$1200 per year per full-time faculty member for conference attendance, travel, subscriptions, courses and webinars, and specialized software. Additional opportunities are supported through various unit and university programs, including the University of Idaho Leadership Academy and the University of Idaho Women's Conference. While not receiving a stipend, part-time faculty have access to all professional development opportunities on campus. Professional development offerings also include courses offered for cooperating teachers and mentor teachers, training on the co-teaching model, workshops for university and school-based faculty on evaluating teacher candidates using the edTPA, and conferences and workshops for P-12 teachers in partner schools. The unit has also begun focusing professional development opportunities on areas of special importance in the region, such as technology.

## 5.2 Moving Toward Target or Continuous Improvement

**Please respond to 5.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 5.2.b.**

### 5.2.a Movement Toward Target.

**Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.**

N/A

### 5.2.b Continuous Improvement.

**What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?**

Since the last site visit, the unit has taken a number of steps to sustain and enhance faculty qualifications.

The unit has expanded professional development opportunities not only for full-time and part-time faculty, but also for P-12 partners. Recent efforts have included training in the co-teaching model being implemented in some student teaching settings, and orientation and training in administration and scoring of the edTPA, which is required for all initial teaching candidates.

Faculty members also conduct conferences and workshops for P-12 teachers in partner schools and elsewhere in science, math, and language arts. The unit has also recently received external funding for professional development research from the National Science Foundation, National Geographic Foundation and NASA.

In 2011, the College of Education also initiated a seed grant program, which is designed to provide critical support to faculty in developing the necessary pilot data for larger extramural proposals and to encourage collaboration with school partners on issues relating to P-12 student learning.

Another step was recognition and clarification of the role of clinical faculty who have practicum, laboratory, or classroom teaching responsibilities. Clinical faculty members may be appointed and/or

promoted to the ranks of clinical assistant professor, clinical associate professor or clinical full professor. This was done to let tenure-line faculty focus on teaching and scholarship, and to allow clinical faculty to engage in teaching and service while still having a defined career track.

In response to the realities of diminishing state budget support, the unit has also engaged in streamlining of operations in order to make best use of faculty resources. The career and technical education program was merged into the Curriculum and Instruction Department, and several programs were closed or placed on hold, including school psychology, school counseling, and undergraduate special education.

**5.2.b.i Strengths.**

**What areas of the standard are being addressed at the target level?**

N/A

**Criteria for Movement Toward Target**

Target	Moving Toward Target	Insufficient Progress
Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in all elements of the standard.	Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in some components and/or elements of the standard with plans and timelines for attaining target level in all elements of the standard.	Insufficient evidence was provided to demonstrate that the unit is moving toward target level with plans and timelines for attaining target level for the standard.

**5.3 Areas for Improvement and Rationales**

**5.3.a What AFIs have been removed?**

AFI	AFI Rationale
The unit does not provide systematic professional development for part-time and P-12 faculty. (ITP, ADV)	The unit has expanded professional development opportunities for part-time and P-12 faculty and has aligned many of these activities with unit priorities. (ITP & ADV)

**5.3.b What AFIs are continued from last visit?**

AFI	AFI Rationale
N/A	

**5.3.c What new AFIs are recommended?**

AFI	AFI Rationale
N/A	

**5.4 Recommendations**

**For Standard 5**

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

**Target Level**

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

**Standard 6**

**Standard 6: Unit Governance And Resources**

*The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.*

**6.1 Overall Findings**

**What did the evidence reveal about the unit continuing to meet this standard?**

The College of Education (COE) at the University of Idaho is the designated governing body charged with the authority to plan, deliver, and operate the education program at both the initial and advanced levels, at different locations, and in multiple venues including online and hybrid formats. The dean of the COE serves as the head of the professional education unit and as chair of the education faculty. The dean also serves as the non-voting chair of the Teacher Education Coordinating Committee (TECC) and is responsible for ensuring that candidates are prepared to meet national, state, and university standards. Interviews with central administration, faculty and P-12 partners provided consistent testimony that unit leadership provided effective and collaborative leadership.

The Teacher Education Coordinating Committee is the body responsible for determining policy for all educator preparation programs. Membership includes faculty from each program in the unit, faculty from other academic disciplines (communication, humanities, social sciences, mathematics, and natural sciences), four candidates, and three representatives from the P-12 community (a superintendent, principal, and elementary/secondary teacher). In addition, this group represents at least three different program venues to provide multiple perspectives. Interviews with the dean, members of the TECC governing committee, advisory board members, faculty, and P-12 partners confirmed that the TECC operate effectively, although some faculty expressed concern that P-12 representatives on the committee were often not present, possibly because many TECC discussions focus on technical issues such as course changes that are not of direct interest to P-12 partners. Interviews with faculty and P-12 partners did indicate that additional departmental advisory committees engage in valuable discussions with P-12 partners on a variety of design, implementation, data, and evaluation issues. Actions related to courses and policy changes from these groups are forwarded to the TECC group for final approval. Faculty most involved with P-12 partners believed that the dean would undoubtedly delay any decision at the TECC level if additional P-12 input were needed to make a quality decision.

P-12 members of the department advisory committees agreed that their involvement has increased significantly in recent years. Minutes and interviews with P-12 members of the Curriculum and Instruction, Music and Agriculture advisory committees indicated that at least half of the invited members were P-12 practitioners. The discussion suggested that input from P-12 was highly valued, shared with department faculty, and used in decision-making. Faculty indicated that even more communication with and involvement of P-12 partners is desired as educational issues and regulations at both levels continue to emerge. The unit has a structure for engagement at this governing level that is actively serving the need for guidance from the field.

Through interviews, the onsite visit confirmed that changes in the departments and program offerings resulted in efficiencies that enabled expansion of programming and staffing. Since the last visit, the unit has increased the number of tenure-track faculty. By formalizing the status and role of clinical faculty, the unit has been able to provide pathways for qualified adjunct and temporary faculty to gain promotable positions. Interviews with faculty confirmed that the faculty and staff are actively involved in collaborative decisions that focus on candidate success.

Interviews with university administrators provided background information, budget documentation, university plans, funding expectations and intentional support of the unit to ensure candidates are successful. They commended the accomplishments of the unit, especially in the areas of restructuring, partnerships with other colleges, and grant funding resulting in the refocusing and generation of resources. The university also has established hiring protocols that encourage interdisciplinary efforts within the university. State funding for the university, which ranks around 48th in the United States, provides an in-state tuition rate of \$4230 per year. Comparisons of revenue distributions across colleges show that the COE's funding from state-appropriated funds results in 36 percent of its revenue sources. In terms of dollars per credit hour, the unit ranks third from the bottom of nine colleges in the university, but ranks second for external funding from grants and contracts. Over \$8,500,000 was accrued in 2011-12 for the COE, with the majority of these funds resulting from efforts of faculty in the Curriculum and Instruction Department, which serves most of the candidates.

The drop in enrollment noted in the offsite report has impacted resources, but interviews with the dean, faculty, staff, and P-12 practitioners concluded that their funding levels appear to be sufficient and are not negatively impacting their ability to serve the needs of the candidates. University administrators indicated recognition of the unit's needs and continue to seek alternative ways to support the unit. Examples include waivers for faculty to take education classes and budget adjustments to provide more stability during fluctuating enrollments.

Concern for the technology and other upgrades needed in the COE building was addressed satisfactorily in this onsite visit. Unit leadership and university administrators confirmed that extensive discussions with state officials were nearing final approval for major renovation of the building. The legislature recently allocated over \$3 million for this renovation, which will be coupled with \$9.5 million from university facility allocations and additional resources through bonding. The education building is of sound structure and will be renovated from the roof to the basement to provide an asbestos-free environment that is equipped with the infrastructure for updated and versatile technology connections and equipment. Unit leadership is seeking alternative classroom placements in other university facilities so the renovation can begin promptly to meet the completion timeline in 2015-2016.

University administrators also recognized the unit for its leadership in the university for using distance learning and online approaches to instruction for candidates and students, as well as leadership activities. Multiple evidences were observed, as reported through interviews with the dean, faculty, staff, candidates, and practitioners. Several interviews included telephone involvement from faculty and P-12 partners around the state. The use of technology assisted them in conceptualizing the process for teaching/learning.

Interviews with faculty and administration concluded that the workload is generally sufficient. Variability occurs to address the unique responsibilities of faculty. While there were a few areas where the faculty-advisee ratios were reported as higher than the university standard, faculty generally found they were able to meet expectations. Comparison of 2011-12 and 2012-13 faculty-student ratios documents reductions in these ratios. Recent changes and increases in staffing, programs, and restructuring within the college and departments, as well as current efforts to provide promotion

opportunity for clinical and adjunct staff, substantiated a reduction in the overall workload of the faculty. Scholarship and professional service were strong especially in the Curriculum and Instruction Department where the majority of education candidates reside. Outreach activity was significantly strong in the Movement Sciences Department.

The registrar's report of current classes suggests that most faculty are within the expected range and that no students are on a wait list; in fact, the report indicated that faculty increased class size for a few candidates to address their instructional planning needs. A review of the course schedules with faculty confirmed that there is a sufficient number of tenure-line faculty to implement its programs. In summary, there was insufficient corroborating evidence to suggest that funding, tenure-line teaching, and/or workload were negatively impacting the performance of faculty and/or candidates.

Interviews with the dean and faculty described efforts focused on retention of candidates. Data on retention of candidates per faculty advisor will be used to identify effective strategies. Recruitment of new students through efforts on various campuses, through online communication, and through outreach experiences is intentionally being sought to reach strategic plan goals. University administrators recognized the unit's efforts to increase advanced candidates from faculty from other Idaho universities. Public recognition of changes in technology and building upgrade are likely to increase interest in attending the university.

Unit publications serve to publicize the initiatives and honors bestowed on the faculty. Brief flyers were available in the COE office areas. Flat screens located throughout the COE served to feature the accomplishments of the faculty.

## 6.2 Moving Toward Target or Continuous Improvement

**Please respond to 6.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 6.2.b.**

### 6.2.a Movement Toward Target.

**Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.**

N/A

### 6.2.b Continuous Improvement.

**What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?**

As evidence to address additional resources to enhance candidate learning and stimulate educational research, the unit recently received a \$3 M grant to develop the Doceo Center for Innovation and Learning from the J.A. and Kathryn Albertson Foundation. Research on the effectiveness of the latest educational hardware and software will enable faculty and candidates to use the best practices for student learning. This grant is designed to provide candidates with the effective technology to become skillful in using a blended learning model.

Multiple examples were observed and described during interviews showing the active use of technology systems, such as Blackboard Collaborate. Both classes and meetings are enhanced and appear to be more effective using this system. In online classes, faculty can observe candidates and ask them to respond individually; documents are accessible to candidates for reference later; and candidates can

access the learning in multiple places, including their phone and at a later date if needed. Faculty and committee meetings can be more efficient using this technology and can involve faculty from other campuses and locations. Effective use of such technology provides for both efficiency and effectiveness in learning and unit operations.

The unit's memo of understanding for access to a team of IT specialists is having significant and impactful results in teaching and learning. Interviews with IT managers noted that their active involvement in the unit's operation has provided the unit with feedback on hiring, as well as providing the IT team with an increased understanding of the instructional needs of the unit. No other college at the university has involved IT as a collaborative partner at these levels.

Likewise, adding staffing in the COE's Instructional Media and Technology Center (IMTC) has greatly enhanced the candidates' use of the print and technology resources. Interviews with candidates and staff concluded that immediate access to information for candidates using the IMTC is highly valued. Similarly, interviews with university administrators also concluded that having university media staff that better understood the media and technology needs of the unit has positively impacted changes at the university level.

By adding its own Office of Student Services, the unit has enhanced its candidates' access to personalized service and information. Interviews and observations documented increased personalized assistance for candidates with issues ranging from simple to complex. This priority on candidates is showing positive results and, by being located in the COE, has increased the visibility and relationships between the faculty, staff, and candidates. It is believed that this service will assist in retention efforts.

**6.2.b.i Strengths.**

**What areas of the standard are being addressed at the target level?**

N/A

**Criteria for Movement Toward Target**

Target	Moving Toward Target	Insufficient Progress
Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in all elements of the standard.	Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in some components and/or elements of the standard with plans and timelines for attaining target level in all elements of the standard.	Insufficient evidence was provided to demonstrate that the unit is moving toward target level with plans and timelines for attaining target level for the standard.

**6.3 Areas for Improvement and Rationales**

**6.3.a What AFIs have been removed?**

AFI	AFI Rationale
1. The unit does not effectively engage P-12 practitioners in governance structures related to the design, implementation, and/or evaluation of the unit and its programs.	The unit formally involves P-12 practitioners in deliberations regarding the design, implementation, and evaluation of unit programs through participation on governance committees and advisory boards.
2. The unit lacks sufficient numbers of tenured and tenure-track	The evidence indicated that the unit has enhanced its ability to implement programs consistently by increasing the numbers of

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faculty to implement its programs consistently.	tenured and tenure-track faculty and establishing internal pathways leading to tenured status.
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**6.3.b What AFIs are continued from last visit?**

AFI	AFI Rationale
N/A	

**6.3.c What new AFIs are recommended?**

AFI	AFI Rationale
N/A	

**6.4 Recommendations**

**For Standard 6**

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

**Target Level**

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

**IV. Sources of Evidence**

**Documents Reviewed**

--

**Persons Interviewed**

--

**Please upload sources of evidence and the list of persons interviewed.**

UI--List of exhibits.docx
List of persons interviewed.docx

See **Attachment** panel below.

**V. State Addendum (if applicable)**

**Please upload the state addendum (if applicable).**

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STATE DEPARTMENT OF EDUCATION  
FEBRUARY 27, 2014

Don Burnett  
University of Idaho  
Page 1

November 8, 2013

Don Burnett  
Interim President  
University of Idaho  
875 Perimeter Drive  
Moscow, ID 83844-3151

Dear President Burnett:

I am pleased to inform you that the Continuous Improvement Commission of the Council for the Accreditation of Educator Preparation (CAEP) at its Oct 21-23, 2013 meeting in Bethesda, Maryland, decided to continue the NCATE accreditation of the College of Education at the University of Idaho at the initial teacher preparation and advanced preparation levels. This accreditation decision indicates that the provider and its programs meet rigorous standards set forth by the professional education community. A certificate that acknowledges the educator preparation provider's accomplishment is enclosed with the copy of this letter that has been sent to the head of your educator preparation provider. The Commission also made a distinct decision to recognize that the educator preparation provider is moving toward target on Standard 1.

Details of the Commission's findings are provided in the enclosed accreditation action report. You are welcome to use the information provided in this report, as well as that contained within the Board of Examiners' report as you see fit.

The next accreditation visit – using the Council for the Accreditation of Educator Preparation (CAEP) standards – is scheduled for **Spring 2019**. As the transition to CAEP progresses, you will receive more information. In the meantime, institutions are asked to complete the CAEP annual report each year during the accreditation period. You are required to report specifically on progress toward correcting areas for improvement cited in the action report. In addition, we ask that you keep us informed of your provider's efforts to assure that you continue to meet expectations of the standards.

Also for your information, enclosed is a copy of our Policies on Dissemination of Information, which describe the terms and dates by which your current accreditation action becomes a matter of public record. This document also indicates organizations that will be notified of accreditation action. If your state has a partnership agreement, the state agency with program approval authority has access to these documents online through CAEP's Accreditation Information Management System (AIMS).

To celebrate your accreditation, I encourage you to use the online resources available at <http://goo.gl/9nym3>. The press packet includes a sample press release announcing an educator preparation provider's accreditation status to the media, as well as samples of announcements that can be sent to P-12 schools, foundations, businesses, policymakers, and other stakeholders in your area. Other strategies are also included for garnering media attention throughout the year. In addition, because the educator preparation provider is professionally accredited, we encourage you to use the NCATE logo on print materials such as brochures and catalogs, as well as on your educator preparation provider's website.

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Don Burnett  
University of Idaho  
Page 2

Congratulations again on this accomplishment. Should you have any questions regarding Commission's action or the items reported herein, please do not hesitate to contact Patty Garvin, Director of Accreditation for Continuous Improvement and Transformation Initiatives at [patty.garvin@caepnet.org](mailto:patty.garvin@caepnet.org).

Sincerely,



James G. Cibulka  
President

Enclosures

cc: Dr. Corinne Mantle-Bromley, College of Education  
Mr. Daniel Campbell, College of Education  
Dr. Paul Gathercoal, College of Education  
Ms. Christina Linder, Idaho State Department of Education  
Ms. Katie Rhodenbaugh, Idaho State Department of Education  
Board of Examiners Team

**STATE DEPARTMENT OF EDUCATION  
FEBRUARY 27, 2014**

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**SUBJECT**

University of Idaho; proposed 2 + 2 program of Career & Technical Education - Engineering and Technology Education Option.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 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 University of Idaho's (UI), College of Education's (CoE), Department of Curriculum and Instruction (C&I) is requesting that the Career and Technical Education (CTE) program's B.S.Ed. in secondary education, Engineering and Technology Education (ETE) Option, be expanded from the University of Idaho, Moscow campus to include a collaboration with the College of Southern Idaho (CSI). Together, the UI and CSI propose a collaborative 2+2 program. CSI will offer content courses equivalent to an AS degree which satisfies the State Board Core requirements and much of the Education Core requirements for teacher certification; and the UI will provide upper-division courses, practicum, and internships that complete the requirements for a B.S.Ed. in Secondary Education in CTE with ETE Option.

CSI is able to offer introductory courses and to meet requirements for meeting the State Board Core and houses the cutting-edge facilities to provide education in Engineering and Technology Education content areas. CSI's cutting edge technology will be used to prepare students for the 21st century workforce.

UI's CTE faculty members are currently located in Moscow and Boise. The UI will be advertising for an ETE faculty person who will be based in Twin Falls and who will teach, advise, and recruit students into the new 2+2ETE Option. This faculty hire will be replacing the current non-tenure track instructor in ETE in Moscow. The hire will provide the UI with one tenure-track ETE faculty person in Moscow and one clinical ETE faculty person in Twin Falls. The location of faculty across the state allows CTE courses to be delivered in multi-modal format, such as hybrid, a combination of face-to-face and on-line courses. The 2+2 partnership will provide a larger population of students with an opportunity to complete a bachelor of education program.

Students who are currently enrolled in the program on the Moscow campus will be taught to the completion of their degree and certification. These students will receive pedagogical and content courses from CTE faculty in Moscow, Boise, and Twin Falls. Since CTE courses can be delivered in multi-modal format, this plan provides students the opportunity to complete their program at a distance.

The first two years of the CTE program will not be offered by the UI following the teach out period. It is the intention of UI faculty to initiate conversations with other

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post-secondary institutions across the state including North Idaho College (NIC), Lewis-Clark State College (LCSC), Eastern Idaho Technical College (EITC), and College of Western Idaho (CWI) to determine the prospects of similar collaborative agreements.

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Online Teaching Endorsement program proposed by the University of Idaho. Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Standards for Professional Technical Education- Engineering and Technology Education Teachers would be met and/or surpassed through the proposed program.

During its October 2013 meeting, the Professional Standards Commission voted to recommend Conditional Approval of the proposed (2 + 2) program of Career & Technical Education - Engineering and Technology Education option offered through the University of Idaho and College of Southern Idaho. With the conditionally approved status, candidates may be admitted to the (2 + 2) program of Career & Technical Education - Engineering and Technology Education, 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, University of Idaho must have all new programs reviewed for State approval.

**ATTACHMENTS**

Attachment 1 – University of Idaho 2 + 2 Career & Technical Education - Engineering and Technology Education Program Proposal. Page 3

**BOARD ACTION**

I move to accept the Professional Standards Commission recommendation to conditionally approve the proposed (2 + 2) program of Career & Technical Education - Engineering and Technology Education option offered through the University of Idaho and College of Southern Idaho as an approved program for teacher certification,

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**STATE DEPARTMENT OF EDUCATION  
FEBRUARY 27, 2014  
Proposed K-12 Technology and Engineering Education Program of Study  
University of Idaho**

Submitted by:  
Paul Gathercoal, Ph. D.  
Professor and Department Chair  
gatherco@uidaho.edu  
208-885-5707

The Department of Curriculum and Instruction at the University of Idaho requests approval to relocate the K-12 Engineering and Technology Education Endorsement at the College of Southern Idaho (CSI). The Technology and Engineering Education Endorsement includes a series of courses that provide the student teacher with knowledge and practice in the five core areas of Engineering and Technology Education: construction, manufacturing, communications, energy and power, and transportation. This program of study is an additional endorsement to our Secondary certification programs. The following courses below allow students to develop the necessary knowledge, skills and dispositions and to gather artifacts as evidence of competency include the following (with their descriptions)

**Technology and Engineering Education Endorsement requirements**

This includes a minimum of Twenty (20) semester credit hours in the areas of communication technology, transportation technology, manufacturing technology, energy and power and construction technology and computer aided drafting and designing. These courses are in addition to foundational technology courses taken at CSI.

***EDUC 105 CAD Engineering and Design 3 crs***

Develop skills in engineering graphic communication using freehand sketches and computer aided drawing and designing.

***EDUC 108 Introduction to Welding Instruction 2 crs***

This course is intended to introduce the basic skills necessary for teaching welding as a secondary educator. Students will learn welding theory and the techniques needed to properly set up and use SMAW GMAW FCAW & GTAW welding equipment

***EDUC 111 Introduction to Manufacturing 3 crs***

This course is designed to impart technical knowledge and skills for use of manufacturing equipment and procedures

***EDUC 107 Computer Operating Systems 3 crs***

This course will provide basic instruction in computers and computer operating systems.

***CTE 130 Introduction to Electricity and Electronics (3 cr)***

This introduction to electricity and electronics includes properties of resistors, capacitors, and inductors in electrical circuits; basics of power distribution systems and house wiring; and the use of meters and oscilloscopes in lab. Three 1-hr lec and one 2-hr lab a wk.

***CTE 353 Manufacturing Systems (3 cr)***

In-depth examination and implementation of manufacturing theory and processes including research and development, product planning and controlling. Topics, such as Lean Manufacturing, Kanban, relating to manufacturing facilities and management of manufacturing processes will be discussed, studied and implemented in the manufacture of a designed product in quantity.

***CTE 310 Lab Safety, Management, and Liability (3 cr)***

Overview of operations, use, and maintenance of laboratory tools and equipment, laboratory management and liability concerns.

***CTE 354 Construction Technology (3 cr)***

Teaching techniques and methods of instruction for a systems approach to construction technology including residential, commercial, and civil. Recommended Preparation

***CTE 370 Power, Energy & Transportation (3 cr)***

Exploration of new and emerging technologies and energies and transportation technologies with focus on social, cultural, economic, and political considerations.

***CTE 410 Technology and Society (3 cr)***

In-depth examination and implementation of the relationship between technology and social change; previous course work in technology is not essential.

***CTE 462 Communication Technology (3 cr)***

Investigation and laboratory activities associated with of a variety of communication technologies, including interpersonal, human to machine and machine to machine, through contemporary devices and materials.

***CTE 481 Computer-Integrated and Robotics Manufacturing Technologies (3 cr)***

In-depth examination and implementation of advanced computer aided drafting, 3D solids modeling, computer numerical control, basic and advanced toolpath generation, virtual machining environments, and robotics applications. Enrollment per section limited to lab stations available.

***CTE 494 Senior Project (3 cr)***

In the last year of study, students select an individual design project related to their area of specialization within technology education. Some students may have the option of joining a Senior Design Team in the College of Engineering.

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**Institution: University of Idaho      Program: Engineering and Technology Education Endorsement**

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

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Demonstrating knowledge of content and pedagogy</li> <li>• Demonstrating knowledge of students</li> <li>• Selecting instructional goals</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Assessing student learning</li> </ul> |
|---|--|

*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.*

<b>Idaho Content Area Standards</b> <b>For: <u>Engineer and Technology Education Endorsements</u></b> (Insert appropriate language from content area " <a href="#">Knowledge</a> " standards)	<b>Coursework and/or Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)	<b>Key Indicators Specific to Content Competencies</b> (Insert language from content area " <a href="#">Performance</a> " standards that demonstrate key indicators)	<b>Artifacts &amp; Performance Assessments</b> (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
<p><b>#1: Knowledge of Subject Matter</b> (Insert appropriate language from content area "<a href="#">Knowledge</a>" standards)</p> <p><i>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.</i></p>	<p><b><i>EDUC 105 CAD Engineering and Design 3 crs</i></b> 1.1; 1.2; 1.3 – Weekly in class CAD activities, Design Portfolio, Quizzes, CADD project</p> <p><b><i>EDUC 108 Introduction to Welding Instruction 2 crs</i></b> 1.1; 1.2; 1.3 – Weekly in class and laboratory activities, quizzes test, welding projects</p> <p><b><i>EDUC 111 Introduction to Manufacturing 3 crs</i></b> 1.1; 1.2; 1.3 – Weekly in class assignments, Portfolio, Projects, quizzes and exams</p>	<p><b>The candidate knows and is able to:</b></p> <p><b>Performance</b></p> <p>1. The teacher demonstrates the basic skills that support the fields of communications; manufacturing; power, energy, and transportation; construction; electronics; and computer technology.</p> <p>2. The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, telecommunications equipment, and other related technology applications.</p>	<p><b><i>EDUC 105 CAD Engineering and Design 3 crs</i></b> 1.2; 1.3 – Portfolio, CADD Project.</p> <p><b><i>EDUC 108 Introduction to Welding Instruction 2 crs</i></b> 1.1 – Laboratory assignment, Welding Project.</p> <p><b><i>EDUC 111 Introduction to Manufacturing 3 crs</i></b> 1.1 – Portfolio, laboratory Assignments, Projects.</p>

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<p><b>Knowledge</b></p> <p>1. The teacher has a basic understanding of contemporary communications; manufacturing; power, energy, and transportation; construction; electronics; and computer systems.</p> <p>2. The teacher understands the operation and features of a computer-aided design and computer-aided manufacturing systems.</p> <p>3. The teacher understands the principles and concepts of technology and the related mathematics concepts associated with them.</p> <p>4. The teacher knows the classical and contemporary elements, principles, and processes of structural systems.</p>	<p><b><i>EDUC 107 Computer Operating Systems 3 crs</i></b></p> <p>1.1 – Weekly in class/ laboratory assignments, quizzes, midterm and final exam</p> <p><b><i>CTE 130 Introduction to Electricity and Electronics (3 cr)</i></b></p> <p>1.1; 1.2; 1.3 – In class laboratory activities, team building and problem solving in lab Concept mini lesson, Reflective writing in engineering notebook</p> <p><b><i>CTE 353 Manufacturing Systems (3 cr)</i></b></p> <p>1.1; 1.2; 1.4 – In class laboratory activities, team building and problem solving in lab Concept mini lesson, Reflective writing in engineering notebook</p> <p><b><i>CTE 310 Lab Safety, Management, and Liability (3 cr)</i></b></p> <p>1.1; – In class laboratory activities, team building and problem solving in lab Concept mini lesson, Reflective writing in engineering notebook</p> <p><b><i>CTE 354 Construction Technology (3 cr)</i></b></p> <p>1.1; 1.2; 1.4 – In class laboratory activities, team building and problem solving in lab Concept mini lesson, Reflective writing in engineering notebook, Portfolio, Construction project</p>	<p>3. The teacher demonstrates architectural and mechanical drafting and developmental skills.</p>	<p><b><i>EDUC 107 Computer Operating Systems 3 crs</i></b></p> <p>1.1; 1.3 - Laboratory assignments exams</p> <p><b><i>CTE 130 Introduction to Electricity and Electronics (3 cr)</i></b></p> <p>1.1 – Lesson plan for mini lesson, laboratory Assignments, EdTPA. Engineering notebook</p> <p><b><i>CTE 353 Manufacturing Systems (3 cr)</i></b></p> <p>1.1 - Laboratory projects, lesson plan for mini lesson, EdTPA, Engineering notebook.</p> <p><b><i>CTE 310 Lab Safety, Management, and Liability (3 cr)</i></b></p> <p>1.1 Laboratory projects, lesson plan for mini lesson, EdTPA, Engineering notebook</p> <p><b><i>CTE 354 Construction Technology (3 cr)</i></b></p> <p>1.1; 1.3 - Laboratory projects, EdTPA, Engineering notebook</p> <p><b><i>CTE370 Power, Energy &amp; Transportation (3 cr)</i></b></p> <p>1.1 – Lesson plan for mini lesson, laboratory Assignments, Team Project. Engineering notebook</p>
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	<p><b><i>CTE370 Power, Energy &amp; Transportation (3 cr)</i></b></p> <p>1.1; 1.2; 1.4 – In class laboratory activities, team building and problem solving in lab Concept mini lesson, Reflective writing in engineering notebook, Portfolio, design project</p> <p><b><i>CTE 410 Technology and Society (3 cr)</i></b></p> <p>1.4 — Quizzes, exam, topical paper, final project</p> <p><b><i>CTE 462 Communication Technology (3 cr)</i></b></p> <p>1.1; 1.4 – Geocaching assignment, sketching assignments, video production project, outreach project, reflective writing.</p> <p><b><i>CTE 481 Computer-Integrated and Robotics Manufacturing Technologies (3 cr)</i></b></p> <p>1.1; 1.3; 1.4 – In class laboratory activities, team building and problem solving in lab, Portfolio Reflective writing in engineering notebook</p> <p><b><i>CTE 494 Senior Project (3 cr)</i></b></p> <p>1.1; 1.2; 1.3; 1.4 – Design proposal, team building and problem solving in lab, final design project, design notebook</p>		<p><b><i>CTE 410 Technology and Society (3 cr)</i></b></p> <p>1.1—Topical papers, exam, final project</p> <p><b><i>CTE 462 Communication Technology (3 cr)</i></b></p> <p>1.1; 1.2— Video production, outreach project, reflective writing</p> <p><b><i>CTE 481 Computer-Integrated and Robotics Manufacturing Technologies (3 cr)</i></b></p> <p>1.1; 1.2— Portfolio, laboratory project, EdTPA, Engineering notebook</p> <p><b><i>CTE 494 Senior Project (3 cr)</i></b></p> <p>1.1; 1.2; 1.3 – Design project</p>
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STATE DEPARTMENT OF EDUCATION  
FEBRUARY 27, 2014

## Idaho State Board of Education

### Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	October 11, 2012
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Education
Name of Department(s) or Area(s):	Department of C & I, CTE Program, Engineering and Technology Education Option Area

**Program Identification for Proposed New, Modified, or Discontinued Program:**

Title:	Career & Technical Education - Engineering and Technology Education Option	
Degree:	B.S. Ed.	
Method of Delivery:	Multi-modal: Face to Face, Hybrid, Online	
CIP code (consult IR /Registrar)	13.1319	
Proposed Starting Date:	Summer 2013	
Indicate if the program is:	X	Statewide Responsibility

**Indicate whether this request is either of the following:**

- |   |   |
|---|---|
| <input type="checkbox"/> New Program (minor/option/emphasis or certificate) | <input type="checkbox"/> Discontinuance of an Existing Program/Option |
| <input type="checkbox"/> New Off-Campus Instructional Program               | <input type="checkbox"/> Consolidation of an Existing Program         |
| <input checked="" type="checkbox"/> New Instructional/Research Unit         | <input checked="" type="checkbox"/> Expansion of an Existing Program  |
| <input type="checkbox"/> Contract Program/Collaborative                     | <input type="checkbox"/> Other  |

<p style="text-align: center;"><i>Cori Mantle-Bony</i> College Dean (Institution)      11-30-12      Date</p>	<p style="text-align: center;">N/A Vice President for Research (as applicable)      Date</p>
<p style="text-align: center;">N/A Graduate Dean (as applicable)      Date</p> <p style="text-align: center;"><i>Ronald Smith</i> Chief Fiscal Officer (Institution)      12-1-12      Date</p>	<p style="text-align: center;">State Administrator, SDPTE (as applicable)      Date</p> <p style="text-align: center;"><i>Patty Sumsby</i> Academic Affairs Program Manager      4/15/13      Date</p>
<p style="text-align: center;"><i>Ray Nor</i> Chief Academic Officer (Institution)      12-30-12      Date</p> <p style="text-align: center;"><i>M. O'Neil</i> President      12-12-12      Date</p>	<p style="text-align: center;"><i>Patty Sumsby Proj. Mgr.</i> Academic Affairs Program Manager      4/15/13      Date</p> <p style="text-align: center;"><i>Matt Roman</i> Chief Academic Officer, OSBE      4/15/2013      Date</p> <p style="text-align: center;">SBOE/OSBE Approval      Date</p>

March 16, 2012

Page 1

**Idaho State Board of Education**

Revised 4/9/13

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	October 11, 2012
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Education
Name of Department(s) or Area(s):	Department of C & I, CTE Program, Engineering and Technology Education Option Area

**Program Identification for Proposed New, Modified, or Discontinued Program:**

Title:	Career & Technical Education - Engineering and Technology Education Option		
Degree:	B.S. Ed.		
Method of Delivery:	Multi-modal: Face to Face, Hybrid, Online		
CIP code (consult IR /Registrar)	13.1319		
Proposed Starting Date:	Summer 2013		
Indicate if the program is:	X	Regional Responsibility	Statewide Responsibility

**Indicate whether this request is either of the following:**

- |   |   |
|---|---|
| <input type="checkbox"/> New Program (minor/option/emphasis or certificate) | <input type="checkbox"/> Discontinuance of an Existing Program/Option |
| <input type="checkbox"/> New Off-Campus Instructional Program               | <input type="checkbox"/> Consolidation of an Existing Program         |
| <input checked="" type="checkbox"/> New Instructional/Research Unit         | <input checked="" type="checkbox"/> Expansion of an Existing Program  |
| <input type="checkbox"/> Contract Program/Collaborative                     | <input type="checkbox"/> Other  |

*Core Mantle Bay* 11-30-12  
 College Dean (Institution) Date

N/A  
 Vice President for Research (as applicable) Date

N/A  
 Graduate Dean (as applicable) Date

State Administrator, SDPTE (as applicable) Date

*Tonahill Smith* 12-1-12  
 Chief Fiscal Officer (Institution) Date

Academic Affairs Program Manager Date

*Dunbar* 12-30-12  
 Chief Academic Officer (Institution) Date

Chief Academic Officer, OSBE Date

*McNeil* 12-12-12  
 President Date

SBOE/OSBE Approval Date

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**Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuance. All questions must be answered.**

- 1. Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

The University of Idaho's (UI), College of Education's (CoE), Department of Curriculum and Instruction (C&I) is requesting that the Career and Technical Education (CTE) program's B.S.Ed. in secondary education, Engineering and Technology Education (ETE) Option, be expanded from the University of Idaho, Moscow campus to include a collaboration with the College of Southern Idaho (CSI). Together, the UI and CSI propose a collaborative 2+2 program. CSI will offer content courses equivalent to an AS degree which satisfies the State Board Core requirements and much of the Education Core requirements for teacher certification; and the UI will provide upper-division courses, practicum, and internships that complete the requirements for a B.S.Ed. in Secondary Education in CTE with ETE Option.

CSI is able to offer introductory courses and to meet requirements for meeting the State Board Core and houses the cutting-edge facilities to provide education in Engineering and Technology Education content areas. CSI's cutting edge technology will be used to prepare students for the 21st century workforce.

UI's CTE faculty members are currently located in Moscow and Boise. The UI will be advertising for an ETE faculty person who will be based in Twin Falls and who will teach, advise, and recruit students into the new 2+2 ETE Option. This faculty hire will be replacing the current non-tenure track instructor in ETE in Moscow. The hire will provide us with one tenure-track ETE faculty person in Moscow and one clinical ETE faculty person in Twin Falls. The location of faculty across the state allows CTE courses to be delivered in multi-modal format, such as hybrid, a combination of face-to-face and on-line courses. The 2+2 partnership will provide a larger population of students with an opportunity to complete a bachelor of education program.

Students who are currently enrolled in the program on the Moscow campus will be taught out to the completion of their degree and certification. These students will receive pedagogical and content courses from CTE faculty in Moscow, Boise, and Twin Falls. Since CTE courses can be delivered in multi-modal format, this plan provides students the opportunity to complete their program at a distance.

→ The first two years of the CTE program will not be offered by the UI following the teach out period. It is the intention of UI faculty to initiate conversations with other post-secondary institutions across the state (NIC, LCSC, CWI, and EITC) to determine the prospects of similar collaborative agreements.

- 2. List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

The objectives of the 2+2 collaborative CTE program, ETE Option, between the University of Idaho and the College of Southern Idaho are to:

Prepare secondary Engineering and Technology Education teachers to;

1. Provide an engaging curriculum which emphasizes the relevance of Science, Technology, Engineering, and Math to real world problems and applications;
2. Provide opportunities for a bachelor's degree to a population which typically do not pursue

**This program will not be offered on the Moscow campus in the traditional sense if the proposal is approved.**

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- beyond a two year associates degree;
3. Help students to connect education to STEM career pathways; and
  4. Leverage existing resources of the University of Idaho (professional teaching faculty) and CSI (industry certified content faculty); and
  5. Capitalize on cutting edge, industry relevant facilities of CSI such as access to renewable energy laboratories.

Student learning outcomes are consistent with the Idaho Standards for Initial Certification of Professional School Personnel and they are articulated in Appendix A.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The Engineering and Technology Education Option will continue to be a part of the University of Idaho's teacher preparation program. UI teacher preparation programs are evaluated and accredited by NCATE. The ETE Option will also be evaluated as part of the Career and Technical Education Program by the Idaho Division of Professional-Technical Education. The CTE program receives external funding from IDPTE. The C&I department provides resources that are dedicated to comprehensive program evaluation.

A summary of C&I department's evaluation system is included in Appendix B.

4. **List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** *This question is not applicable to requests for discontinuance.*

This is a 2+2 proposal. Students will pursue the State Board Core their first two years while completing the requirements for an Associate of Science degree from CSI. Students will be admitted into the University of Idaho CTE teacher education program, Engineering and Technology Option, where they will complete the requirements for a Bachelor of Science in Education degree and a recommendation from the UI for a Idaho secondary teaching certificate with an endorsement in Engineering and Technology Education. No new courses will be developed, but equivalent courses from CSI will be part of the study plan for first 2 years, see appendix C.

5. **Please provide the program completion requirements and attach to this proposal as Appendix C.** *This question is not applicable to requests for discontinuance.*

Credit hours required in EDCI core	18
Credit hours required in CTE core	24
Credit hours required for ETE Cert	21
Credit hours in institutional general education or core curriculum:	36
Credit hours in required electives:	30
<b>Total credit hours required for degree program:</b>	<b>129</b>

6. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

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**Degrees/Certificates offered by school/college or program(s) within disciplinary area under review**

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU			
CSI			
CWI			
EITC			
ISU			
LCSC			
NIC			
UI	BS Ed	None	None

**7. Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

The Idaho Division of Professional-Technical Education Engineering and Technology Education Program Manager, Steve Rayborn, has indicated that the job market needs for careers related to Engineering and Technology Education and projected needs for secondary teachers holding the ETE endorsement is in need of qualified and skilled workers and teachers who can prepare their students for careers in engineering and technology.

This 2+2 program will not only provide secondary teachers for Idaho Engineering and Technology classrooms, but it will also provide teachers throughout the region and the nation. The UI has been preparing teachers for other states. This proposal has the potential to strengthen this process.

The UI CTE program will enter into discussions with other post-secondary institutions in the state (NIC, LCSC, CWI, and EITC) to determine the prospects of similar collaborative agreements. As mentioned earlier this proposal will provide a pathway to a Bachelor of Education degree for students who have earned an Associate of Science and Associate of Applied Science. These are populations who traditionally have not pursued a higher degree.

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**8. Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

**Discontinuations.** Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current Fall 2012	Year 1 Previous Fall 2011	Year 2 Previous Fall 2010	Current Spring 2012	Year 1 Previous Spring 2011	Year 2 Previous Spring 2010	
BSU							
CSI							
CWI							
EITC							
ISU							
LCSC							
NIC							
UI	6	10	4	9	3	4	

The CTE program was recently aligned with the C&I department when the CoE reorganized in 2010. Before that time it was part of the Adult, Career and Technical Education department (ACTE). The reorganization brought the CTE program with options in ETE, Business & Marketing, and Occupational Education to C&I. Please see Appendix D for enrollment and graduation numbers.

**9. Will this program reduce enrollments in other programs at your institution? If so, please explain.**

No

**10. Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance.*

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

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	Year 1	Year 2	Year 3	Total
<b>Region</b>	See Note Below			
<b>State</b>				
<b>Nation</b>				

According to Steve Rayborn, Idaho Division of Professional-Technical Education Engineering and Technology Education Program Manager, the number of Idaho ETE programs has fallen from 81 in 2008 to 66 in 2012. The most referenced reason for program closure has been lack of qualified teachers available. The state division has surveyed existing ETE teachers and determined that approximately 12 ETE teachers will retire and 15 will leave the teaching profession over the next five years.

In the engineering and engineering technicians disciplines that these programs teach to, i.e., civil, computer, electrical, general engineering, industrial, nuclear and physical scientists, on average there will be an increase in demand for employees of approximately 18.4% between now and 2018 or an increase of about 3250 employees needed to fill available positions. (from Idaho Department of Labor website: <http://labor.idaho.gov/dnn/Default.aspx?alias=labor.idaho.gov/dnn/idl>).

- a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.

The projected job openings noted, above, was provided by the Idaho Division of Professional-Technical Education, Engineering and Technology Program Manager

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

Graduates who are certified to teach secondary Engineering and Technology Education will help to prepare skilled workers careers in STEM fields. Idaho leaders have demanded that Idaho students be prepared with stronger skills in the STEM areas. This proposal will help to provide highly qualified teachers to Idaho's secondary schools, thus strengthening STEM skills and in the long run strengthening the workforce.

- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

The program will prepare highly qualified Engineering and Technology teachers, which in turn will provide secondary students with the opportunity to strengthen skills in the STEM areas, thus improving student academic achievement.

**11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe.** *This question is not applicable to requests for discontinuance.*

Courses and experiences will be provided through a variety of delivery means, which includes distance technology through online and hybrid methodology. Faculty from the Moscow campus and centers such as Boise and Coeur d'Alene will be utilized to teach courses delivered at a distance.

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**12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.***

This proposal is consistent with the State Board of Education's strategic plan and the University of Idaho's mission through the following:

1. strengthens the STEM pipeline;
2. demonstrates a commitment to workforce development;
3. facilitates access to post-secondary education to a wider population; and
4. further the University of Idaho's statewide Land Grant mission through a collaborative effort with the College of Southern Idaho.

**13. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.***

<b>Goals of Institution Strategic Mission</b>	<b>Proposed Program Plans to Achieve the Goal</b>
Goal 1, Objective A, #6: Apply emerging technologies to increase access and respond to the needs of local and global learners.	Through collaboration with CSI, students will engage with and learn about new and emerging technologies for STEM teaching and learning, as well, students will learn via distance delivery of instruction and innovations in teaching and learning with, through and about technology.
Goal 2, Objective B, #5: Partner with other educational institutions, industry, not-for-profits, and public agencies to expand resources and expertise.	We will collaborate with the faculty and utilize physical resources and cutting-edge technologies at CSI.
Goal 3, Objective B, #1: Increase opportunities for faculty and students to connect with external constituents. Develop new partnerships with others who are addressing high priority issues.	CTE faculty, across the state and in Twin Falls, will work together in schools and business to provide a blend of theory and practice that will enhance students' understanding of the craft of teaching and learning in ETE.
Goal 4, Objective C, #1, 2, 4: Reward individuals and units that aim high, work across boundaries, and capitalize on strengths to advance the overall strategic direction, vision, and values of the institution; Develop and promote activities to increase collaboration with new and unique partners; and, Create efficiencies through innovative collaboration, shared goals, and common experiences.	This will be a pioneering program to align curriculum at CSI with upper-division work at UI – a model that can extend to other options in CTE. It will make the best use of physical resources and be place-based where CTE can recruit qualified and interested students to teach in secondary schools in STEM areas.

**14. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.***

Yes   X   No       

If not on your institution's Five-Year plan, provide a justification for adding the program.

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- 15. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?**

The University of Idaho, College of Education is committed to investing in marketing for this initiative. The College of Southern Idaho will provide opportunities for students to learn about the program through the advising to students who are seeking an Associate's degree.

- 16. Program Resource Requirements.** Using the Excel spreadsheet provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

There will be no additional costs – see Appendix E.

## Appendix A

### Idaho Standards for Technology Education Teachers

In addition to the standards listed here, technology education teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

*\* This language was written by a committee of content experts and has been adopted verbatim.*

**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.**

#### Knowledge

1. The teacher has a basic understanding of contemporary communications; manufacturing; power, energy, and transportation; construction; electronics; and computer systems.
2. The teacher understands the operation and features of a computer-aided design and computer-aided manufacturing systems.
3. The teacher understands the principles and concepts of technology and the related mathematics concepts associated with them.
4. The teacher knows the classical and contemporary elements, principles, and processes of structural systems.

#### Performance

1. The teacher demonstrates the basic skills that support the fields of communications; manufacturing; power, energy, and transportation; construction; electronics; and computer technology.
2. The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, telecommunications equipment, and other related technology applications.
3. The teacher demonstrates architectural and mechanical drafting and developmental skills.

### Idaho Foundation Standards for Professional-Technical Teachers

In addition to the standards listed here, professional-technical teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Agricultural Science and Technology Teachers, (2) Idaho Standards for Business Technology Teachers, (3) Idaho Standards for Family and Consumer Sciences Teachers, (4) Idaho Standards for Marketing Teachers, or (5) Idaho Standards for Technology Education Teachers.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*\* This language was written by a committee of content experts and has been adopted verbatim.*

***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.***

**Knowledge**

1. The teacher knows basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.
2. The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.
3. The teacher knows pertinent terminology, logistics, and procedures for the occupational area.
4. The teacher knows industry trends and workforce needs.
5. The teacher knows workplace leadership models.
6. The teacher understands the philosophical principles and the practices of professional-technical education.
7. The teacher recognizes the importance of student leadership qualities in technical program areas.

**Performance**

1. The teacher maintains current technical skills and seeks continuous improvement.
2. The teacher demonstrates specific occupational skills necessary for employment.
3. The teacher uses current terminology and logistics for the occupational area.
4. The teacher exhibits and promotes leadership skills in Professional-Technical Student Organizations (PTSO).
5. The teacher writes and evaluates occupational objectives and competencies.
6. The teacher uses a variety of technical instructional resources.
7. The teacher assesses the occupational needs of the community.
8. The teacher relates experiences designed to develop skills for successful employment.
9. The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities).

***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.***

***Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.***

***Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.***

**Knowledge**

1. The teacher knows the entry-level skills in the occupation.
2. The teacher knows workplace culture and ethics.
3. The teacher understands how to provide students with simulated occupational experiences.
4. The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.
5. The teacher understands how occupational trends and issues affect the workplace.
6. The teacher knows how to integrate academic skills into technical content areas.
7. The teacher understands the role of entrepreneurship in the workplace.
8. The teacher knows policy and regulation concerning occupational content areas.

**Performance**

1. The teacher demonstrates appropriate workplace practices and ethics.
2. The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.
3. The teacher integrates academic skills appropriate for each occupational area.
4. The teacher uses simulated occupational applications of course content.
5. The teacher uses practitioners from business, industry, and government as appropriate for the content area.
6. The teacher develops a scope and sequence of instruction related to the students' prior knowledge.
7. The teacher discusses the entrepreneurial role in the workforce.

***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.***

***Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.***

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

**Knowledge**

1. The teacher recognizes the scope and sequence of content across high school and postsecondary technical curricula.

**Performance**

1. The teacher designs a technical curriculum that aligns with high school and postsecondary technical curricula.

2. The teacher designs curriculum to meet community and industry expectations.

***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.***

**Knowledge**

1. The teacher knows how to use information about a student's progress, including assessments, to evaluate work-readiness.

2. The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.

**Performance**

1. The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.

***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.***

**Performance**

1. The teacher develops a professional development plan.

2. The teacher evaluates his or her educational and occupational professionalism.

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

**Knowledge**

1. The teacher knows the contributions of advisory committees.

2. The teacher understands the importance of using the employment community to validate occupational skills.

3. The teacher understands how to effect change in professional-technical education and in the occupational area taught.

4. The teacher knows about professional organizations within the occupational area.

5. The teacher knows how to develop articulation agreements.

6. The teacher understands the structure of student organizations.

7. The teacher understands the ideas, opinions, and perceptions of business and industry.

**Performance**

1. The teacher establishes and uses advisory committees for program development and improvement.
2. The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.
3. The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.
4. The teacher participates in appropriate professional organizations.
5. The teacher constructs articulation agreements.
6. The teacher describes how to organize an active professional-technical student organization.

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

**Knowledge**

1. The teacher understands how to dispose of waste materials.
2. The teacher knows how to care for, inventory, and maintain materials and equipment.
3. The teacher understands safety contracts and operation procedures.
4. The teacher understands legal safety issues related to the program area.
5. The teacher knows safety requirements necessary to conduct laboratory and field activities.
6. The teacher knows time and organizational skills in laboratory management.
7. The teacher is aware of safety regulations at school and work sites.

**Performance**

1. The teacher ensures that facilities, materials, and equipment are safe to use.
2. The teacher uses safety procedures and documents safety instruction.
3. The teacher demonstrates good classroom/lab management skills (e.g., time management skills, budgeting skills, organizational skills, individualized instruction, and stress management).
4. The teacher reinforces effective work and safety habits.

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

**Knowledge**

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1. The teacher understands workplace issues (e.g., diversity, productivity, and human resource law and policy).
2. The teacher understands how to help students balance work and personal life.
3. The teacher knows how to promote career awareness.

**Performance**

1. The teacher designs instructional strategies that address workplace issues (e.g., diversity, productivity, human resource law and policy).
2. The teacher prepares students to cope with competing demands between work and personal life.
3. The teacher provides opportunities for career awareness.

**IDAHO CORE TEACHER STANDARDS**

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Core Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*\* This language was written by a committee of content experts and has been adopted verbatim*

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

***Knowledge***

1. The teacher understands the Idaho Student Achievement Standards in his/her discipline(s).
2. The teacher understands the role of the discipline in preparing students for the global community of the future.
3. The teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline taught.
4. The teacher understands the relationship of disciplinary knowledge to other subject areas and to

real-life situations.

5. The teacher understands the relationship between the discipline and basic technology operations and concepts.

***Performance***

1. The teacher utilizes the Idaho Student Achievement Standards to identify appropriate content.
2. The teacher presents information that is accurate and relevant.
3. The teacher effectively links discipline concepts to students' prior learning and makes connections to everyday life and the global community.
4. The teacher presents differing viewpoints, theories, ways of knowing, and methods of inquiry in his or her teaching of subject matter.
5. The teacher evaluates teaching resources and curriculum materials for their accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts.
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.
7. The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives.
8. The teacher creates and implements interdisciplinary learning opportunities that allow students to integrate knowledge, skills, and methods of inquiry.
9. The teacher integrates content representing a diversity of cultures, ethnic backgrounds, family lifestyles, and disabilities.
10. The teacher models new technologies and integrates them into instruction.

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

**Knowledge**

1. The teacher understands multiple perspectives on how learning occurs.
2. The teacher understands that students' physical, social, emotional, moral, and cognitive development influence learning and instructional decisions.
3. The teacher knows progressions and ranges of individual variation within physical, social, emotional, moral, and intellectual development and their interrelationships.
4. The teacher understands how students' conceptual frameworks and misconceptions regarding an area of knowledge can influence their learning.

**Performance**

1. The teacher assesses individual and group performance in order to design instruction that meets all students' needs.
2. The teacher stimulates student reflection and teaches students to evaluate and be responsible for their own learning.
3. The teacher identifies levels of readiness in learning and designs lessons that are developmentally appropriate.
4. The teacher creates a positive learning environment that supports students' self-confidence and competence across all developmental areas.

***Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.***

**Knowledge**

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.
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).
3. The teacher knows strategies to support the learning of students whose first 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.

**Performance**

1. The teacher identifies and designs instruction appropriate to students' stages of development, strengths, needs, and cultural backgrounds.
2. The teacher makes modifications to lessons for individual students who have particular learning differences or needs.
3. The teacher accesses appropriate services or resources to meet students' needs.
4. The teacher uses information about students' families, cultures, and 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.

***Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.***

**Knowledge**

1. The teacher understands how instructional strategies impact processes associated with various kinds of learning.
2. 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).
3. The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology.

**Performance**

1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.
2. The teacher uses multiple teaching and learning strategies to engage students in learning.
3. 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 books, literature, and other print documents).

***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.***

**Knowledge**

1. The teacher understands the principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning).
2. The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior.
3. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.
4. The teacher knows the components of an effective classroom management plan.
5. The teacher understands how social groups function and influence individuals, and how individuals influence groups.
6. The teacher understands how participation, structure, and leadership promote democratic values in the classroom.

7. The teacher understands the relationship between classroom management, school district policies, and building rules and procedures governing student behavior.

**Performance**

1. The teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school as a whole.
2. 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.
3. The teacher utilizes a classroom management plan consistent with school district policies and building rules and procedures governing student behavior.
4. 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.
5. The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.
6. 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).
7. The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.

***Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.***

**Knowledge**

1. The teacher understands communication theory and the role of language in learning.
2. The teacher understands the communication needs of diverse learners.
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.
4. The teacher understands strategies for promoting student communication skills.

**Performance**

1. The teacher is a thoughtful and responsive listener.
2. The teacher adjusts communication so that it is age and individually appropriate.

3. The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking.
4. The teacher supports and expands student skills in speaking, writing, reading, and 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.

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

**Knowledge**

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.
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.
3. The teacher knows when and how to adjust plans to maximize student learning.
4. The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning.

**Performance**

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.
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.
3. The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student 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.

***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 teaching effectiveness.***

**Knowledge**

1. The teacher understands the purposes of formative and summative assessment and evaluation.
2. The teacher knows how to use multiple strategies to assess individual student progress.
3. The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies.
4. The teacher knows how to use assessments in designing and modifying instruction.
5. 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).
6. The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.
7. The teacher knows how to communicate assessment information and results to students, parents, colleagues, and others.
8. The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.

**Performance**

1. 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.
2. The teacher uses multiple assessment strategies to measure students' current level of performance in relation to curriculum goals and objectives.
3. The teacher evaluates the effect of instruction on individuals and the class as a whole using a variety of assessment strategies.
4. 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.

5. The teacher monitors student assessment data and adjusts instruction accordingly.
6. The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and others.
7. The teacher utilizes technology to facilitate a variety of effective assessment and evaluation strategies.

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

**Knowledge**

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.
5. The teacher understands the need for professional activity and collaboration beyond the school.
6. The teacher knows about professional organizations within education and his or her discipline.
7. The teacher understands the dynamics of change and recognizes that the field of education is not static.
8. The teacher knows how to use technology to enhance productivity and professionalism.

**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 means of improving instruction.
5. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.

6. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.
7. The teacher engages in professional discourse about subject matter knowledge and pedagogy.
8. The teacher uses technology to enhance productivity and professionalism.

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

**Knowledge**

1. The teacher understands the relationships between schools, families, and the community and how such relationships foster student learning.
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.
3. The teacher knows that factors other than the formal education system (e.g., socioeconomic status, culture, and family) influence students' lives and learning.
4. The teacher knows how to plan for the effective use of professionals, paraprofessionals, volunteers, and peer tutors.
5. The teacher understands laws related to students' rights and teachers' responsibilities.
6. The teacher knows how to respond respectfully to a parent, community members, or another educator in conflict situations.
7. The teacher understands the importance of interacting in a professional manner in curricular and extracurricular settings.
8. 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.
9. The teacher understands the social, ethical, legal, and human issues surrounding the use of technology in schools.

**Performance**

1. The teacher uses information about students and links with community resources to meet student needs.
2. The teacher actively seeks to develop productive, cooperative, and collaborative partnerships with parents/guardians in support of student learning and well-being.

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3. The teacher effectively uses professionals, paraprofessionals, volunteers, and peer tutors to promote student learning.
4. The teacher respects the privacy of students and the confidentiality of information.
5. The teacher works with colleagues, other professionals, parents, and volunteers to improve the overall school learning environment for students.
6. The teacher develops rapport with students (e.g., talks with and listens to students and is sensitive and responsive to clues of distress).
7. The teacher acts as an advocate for students.
8. The teacher applies an understanding of the social, ethical, legal, and human issues surrounding the use of technology in schools.

## Appendix B

### Assessment Plan

#### Development and Description of the Assessment Plan

The assessment plan is designed to select and monitor the development of the best possible candidates to work in P-12 public schools. It provides current and planned data collection activities and a description of current and planned processes for using the data for program improvement. It was designed with six objectives in mind:

1. Alignment with the University student outcomes, the vision/mission of the College of Education, the Conceptual Framework (CARE), the Danielson Framework for Professional Practice, and the Idaho State Core Standards for Teacher Education
2. Based on input concerning elements of the system from faculty, professional community members, and advisory professionals
3. Where possible, integrated with existing, valid, and reliable instruments and procedures
4. Anchored with multiple, validated instruments and procedures explored in pilots before installation
5. Systematic and flexible to allow examination of unique program goals;
6. Focused for program development and improvement.

The plan involves important points in each candidate's program and includes assessments, timelines, plans for creation of future instruments, integration of technology such as TaskStream System, and reporting of student academic and performance achievement regarding standards and dispositions. In addition, it identifies six main transition points or benchmarks at the program level:

1. Admissions
2. Completion of Course Work
3. Field Experience
4. Teaching Credential
5. Program Exit
6. Employment

The technological tools for maintenance of the assessment system consist of:

- The University of Idaho's administrative computing system
- The University of Idaho Assessment and External Program Review system,
- The University of Idaho College of Education's assessment system for standards and dispositions
- Professional folio system housing signature assignments, student artifacts and assessments.

These systems offer many currently existing and possible future ways to maintain data. Most recently,

an Internship Placement System has been developed and is ready for use in the UI College of Education’s assessment system. In addition, the global rubrics in the Professional folio system permit examining candidate progress on specific assignments, tests, and dispositions through responses to signature assignments and professional dialog with professors. Each of these can be linked to the conceptual framework, program goals, and standards.

**Aspects Addressing Program Operations**

Program operations are addressed at each benchmark. Selected information is used to assess candidates and candidate outcomes. The plan addresses a number of concerns including:

- Quality of instruction
- Effectiveness of field supervision
- Candidates’ and graduates’ perceptions of the quality of their preparation
- Employers’ evaluations of graduates in terms of the overall program quality in comparison to graduates of other institutions
- Employers’ evaluations of graduates in terms of program goals and the conceptual framework

The plan includes a variety of data collected on an established schedule. The data are generally collected—either by semester or annually—and reviewed annually. Full implementation of this process of feedback and use of data is ongoing. Data from candidates’ course evaluations is used to monitor the quality of instruction. Program administrators and faculty review each set of evaluation forms and counsel instructors who are not maintaining high instructional quality. Assistance is provided where needed. The assessment design specifications provide common procedures and guidelines for the collection, analysis, summarization, and use of the assessment data. Multiple assessments are used throughout the program in order to ensure program quality, high standards, consistency, and clear procedures.

The system serves four functions:

1. To determine the quality of applicants and appropriate fit with the program
2. To determine the quality of candidates throughout their programs in terms of expected knowledge, performance and dispositions inherent in the conceptual framework
3. To determine whether candidates have met the standards set by the Idaho State Department of Education
4. To continually improve the quality of our programs and the unit’s performance.

The assessment system is also used for department and college monitoring and improvement. It includes embedded data sources and information obtained from graduates and employers.

**Assessment System Data Collection Activities and Instruments**

**ADMISSIONS**

<b>Assessment Activity</b>	<b>Assessment Evidence</b>	<b>Schedule</b>	<b>Instrument(s)</b>
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GPA & required course verification	Transcripts, Admissions Checklist, Database	By Semester	Transcripts, Admissions Checklist
(Advanced Programs) Degree verification (BA/BS or MA/MS)	Transcripts, Admissions Checklist, Database	By Semester	Transcripts, Admissions Checklist
Professional Experience	Initial interview	By Semester	Admissions Checklist, Initial Advisement interview, Personal Statement Form or Letter of Interest
Professional Recommendations	Letters and recommendations in prospect's admission file, Admissions Checklist, Database	By Semester	Admissions Checklist, Professional Letter of Recommendation form
Background Check (credential programs)	Background Check verification	By Semester	Finger Print Analysis by the State
Personal Interview (if required)	Interview forms and rubric, Admissions Checklist	By Semester	COE initial and secondary interview form
Writing Sample	Writing Sample (Advanced Programs) Letter of Interest (Initial Teacher Preparation)	By Semester	Overall Rating Form rubric
Exceptions to Admission Criteria	Petition	By Semester	Petition's Committee Assessment Form
Final Admissions Decision	Admission Checklist Score and Faculty Approval Form	By Semester	COE Admissions to Teacher Education Evaluation Summary Program Faculty Approval Form

**COMPLETION OF COURSE WORK**

<b>Assessment Activity</b>	<b>Assessment Evidence</b>	<b>Schedule</b>	<b>Instrument(s)</b>
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Successful completion of course work with a minimum 3.0 GPA (Advanced Programs) and 2.75 Overall GPA (Initial Teacher Preparation)	Transcript	By Semester	Transcript
Demonstration of content and pedagogical knowledge, skills and dispositions through assessment of program goals and CARE elements	Candidate Professional folio assessment signature assignment scores, Academic Exits	By Semester	Program Advising form, Professional folio course signature assignment assessments, Initial Teacher Preparation academic exit protocol
Subject Matter Competence (Initial Teacher Preparation)	PRAXIS II, Verification of Subject Matter Competency	By Semester	PRAXIS II, Subject Matter Competency verification
Demonstration of Readiness for Early Student Teaching Experiences (Initial Teacher Preparation)	Passage of Elementary and Secondary Methods Courses and Practicum (Initial Teacher Preparation)	By Semester	Professional folio course and practicum signature assignment assessments
Demonstration of Readiness for Field Study or Internship	Passage of Elementary and Secondary Methods Courses and Practicum (Initial Teacher Preparation)	By Semester	Professional folio course and practicum signature assignment assessments

**FIELD EXPERIENCES**

<b>Assessment Activity</b>	<b>Assessment Evidence</b>	<b>Schedule</b>	<b>Instrument(s)</b>
Location approved by the Director for Field Placements	Signed Field Study Approval Form	By Semester and Annually	Field Study Approval form

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Completion of Early Field Experiences	Student Logs, University and Site Supervisor Observations and Ratings, Passage of Elementary and Secondary Methods Courses and Practicum (Initial Teacher Preparation)	By Semester	Fieldwork Evaluation forms, Professional folio course and practicum signature assignment assessments
Completion of Initial Internship I or Field Experience I	Student Logs, University and Site Supervisor Observations and Ratings, Passage of Elementary and Secondary Methods Courses and Practicum (Initial Teacher Preparation)	By Semester	Fieldwork Evaluation forms, Professional folio course and practicum signature assignment assessments
Completion of Internship II or Field Experiences II	Student Logs, University and Site Supervisor Observations and Ratings, Passage of Elementary and Secondary Methods Courses and Practicum (Initial Teacher Preparation)	By Semester	Fieldwork Evaluation forms, Professional folio course and practicum signature assignment assessments
Teaching Performance Assessment (TPA)	Passing score on the TPA (Initial Teacher Preparation)	Semester	National Teaching Performance Assessment for Elementary (Literacy or Math); Secondary (Math, Social Science, Science, English, Music, PE, Career Technical Education, or Agriculture); Special Education; or Early Childhood.

**PROGRAM EXIT/CREDENTIAL**

<b>Assessment Activity</b>	<b>Assessment Evidence</b>	<b>Schedule</b>	<b>Instrument(s)</b>
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Final Evaluation of Field Experience or Internship	Final Experience form sign-off by Site Supervisor and University Supervisor (Initial Teacher Preparation )	By Semester	University and Site Supervisor Rating forms
Completion of Thesis or Non-Thesis Project	Final Presentation, Completion Form	By Semester	Final Presentation, Completion Form
Professional folio Defense	Professional folio defense rubric score	By Semester	Professional folio Defense rubric
Completion of Final Academic Exit Interview	Exit Interview Protocols	By Semester	Exit Interview Protocols and Response Form
Completion of Exit Survey	Exit Survey form	By Semester	Exit Survey Responses
Graduation Check of all Program Requirements	Transcript, Degree Audit	By Semester	Transcript, Degree Audit
Final Verification for Eligibility - Recommendation for State Certification	Credential Application checklist	By Semester	Credential Application checklist

**EMPLOYMENT**

<b>Assessment Activity</b>	<b>Assessment Evidence</b>	<b>Schedule</b>	<b>Instrument(s)</b>
Alumni Survey completion	Survey of Program Alumni	Bi-annually	Alumni Surveys
Employer Survey completion by employer	Survey of Employers	Bi-Annually	Employer Surveys

## Appendix I:

### The Idaho Core Standards for Teacher Preparation Programs

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

**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.

**Standard 3: Modifying Instruction for Individual Needs** - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

**Standard 4: Multiple Instructional Strategies** - The teacher understands and uses a variety of instructional strategies to develop student learning.

**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.

**Standard 6: Communication Skills** – The teacher uses a variety of communication techniques to foster learning and communication skills.

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

**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 teaching effectiveness.

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

**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.

**Appendix II:**

**Danielson Framework Domains**

<b>Framework Component</b>	<b>Description of Teacher Performance</b>
<b>Domain 1</b>	<b>Planning and Preparation</b>
1a	Demonstrates knowledge of content and pedagogy
1b	Demonstrates knowledge of students
1c	Sets instructional outcomes
1d	Demonstrates knowledge of resources
1e	Designs coherent instruction
1f	Designs student assessments
<b>Domain 2</b>	<b>The Classroom Environment</b>
2a	Creates an environment of respect and rapport
2b	Establishes a culture for learning
2c	Manages classroom procedures
2d	Manages student behavior
2e	Organizes physical space
<b>Domain 3</b>	<b>Instruction</b>
3a	Communicates with students
3b	Uses questioning and discussion techniques
3c	Engages students in learning
3d	Uses assessment in instruction
3e	Demonstrates flexibility and responsiveness
<b>Domain 4</b>	<b>Professional Responsibilities</b>
4a	Reflects on teaching
4b	Maintains accurate records
4c	Communicates with families
4d	Participates in a professional community
4e	Grows and develops professionally
4f	Shows professionalism

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**Appendix C**

**College of Southern Idaho - University of Idaho  
Curriculum Plan**

**Bachelor of Science in Education--Engineering & Technology Education**

Successful completion of the requirements of the 2013-14 Catalog year articulation agreement will lead to an A.S. in Secondary Education--Engineering and Technology at the College of Southern Idaho and lead to a B.S.Ed. in Engineering & Technology Education from the University of Idaho.

<b>Freshman Year at College of Southern Idaho</b>												
Fall Semester			CSI Credit	UI Equivalent Course		Spring Semester			CSI Credit	UI Equivalent Course		
COMM	101	Fundamentals of Oral Communication	3	COMM	101	ART	101	Art History 1	3	ART	100	
EDUC	201	Foundations of Education	3	EDCI	201	EDUC	204	Families Communities & Culture	3	EDCI	000	
EDUC	202	Field Experience	1	EDCI	000	ENGL	102	English Composition 2	3	ENGL	102	
ENGL	101	English Composition 1	3	ENGL	101	Gen Ed		Social Science (2nd discipline)	3			
WELD	107	Applied Leadership & Safety	1	ASM	202	WELD	XXX	Beginning Welding	2	ASM	107	
MATH	147	Precalculus	5	MATH	143 &144	PSYC	101	General Psychology	3	PSYC	101	
<b>Total</b>			<b>16</b>	<b>Total</b>						<b>17</b>		

<b>Sophomore Year at College of Southern Idaho</b>												
Fall Semester			CSI Credit	UI Equivalent Course		Spring Semester			CSI Credit	UI Equivalent Course		
EDUC	205	Dev/Individual Differences	3	EDSP	300	EDUC	215	Educational Technology	3	EDCI	000	
ENGL	202	Technical Communication	3	ENGL	317	EDUC	290	Education Exit Seminar	1	EDCI	000	
MANT	105	CAD Engineering and Design	3	CTE	267	CISS	107	Computer Operating Systems	3	CTE	111	
PHYS	111	General Physics 1 & Lab	4	PHYS	111	Gen Ed		Any Gen Ed	2			
MANT	111	Intro to Manufacturing	3	CTE	152	PHIL	202	Ethics	3	CORE	131	
						PHYS	112	General Physics 2 & Lab	4	PHYS	112	
<b>Total</b>			<b>16</b>	<b>Total</b>						<b>16</b>		

<b>Junior Year at University of Idaho</b>											
Fall Semester			Credit	Spring Semester			Credit				
CTE	130	Intro to Electricity & Electron	3	CTE	353	Manufacturing Systems	3				
CTE	354	Construction Technology	3	CTE	410	Technology and Society	3				
*CTE	351	Principles and Phil of PTE	3	EDCI	302	Teachinh Cultr. Diverse learners	4				
EDCI	301	Learning Develop & Assess	3	*CTE	426	Occupational Anal & Cur Dev	3				
CTE	462	Communication Technology	3	*CTE	464	Career Guidance & Coop Ed	3				

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Total

15

Total

16

**Senior Year at University of Idaho**

Fall Semester				Credit				Spring Semester			Credit
CTE	310	Lab Safety, Manag & Liabil	3					*CTE	484	Internship in CTE Teaching	10
CTE	370	<b>Power, Energy &amp; Transportation</b>	<b>3</b>					CTE	494	Senior Project	3
EDCI	463	Literacy Methods for Content Lrn	3					*CTE	430	Leadership and Student Organizations	2
*CTE	417	Teaching Through STEM Ed	3					*EDCI	401	Internship Seminar	1
CTE	481	Comp. Integ. Manuf & Robotics	3					CTE	431	Supervising CTE Student Organizations	1
EDCI	453	Phonics, Fluency, Assessment	1								

Total

16

Total

17

Total Credits 129

**Appendix D**

**Resulting From SZRGRAD Report:**

**No. of**

**Graduating**

**Students Name College Degree Major**

**Fall 2010 / GR / UG / COE (12) 2**

Trevor Eugene Nelson Education B.S.Ed. PTTE-Technology Ed Opt

Ryan Strand Norland Education B.S.Ed. PTTE-Technology Ed Opt

**Fall 2011 / GR / UG / COE (12) 3**

Christopher David Cay Education B.S.Ed. PTTE-Technology Ed Opt

Eric Mann Education B.S.Ed. PTTE-Technology Ed Opt

Travis John Phillips Education B.S.Ed. PTTE-Technology Ed Opt

**Fall 2012 / EX / UG / COE (12) 4**

Andre Corpus Education B.S.Ed. PTTE-Technology Ed Opt

Tyler Patrick Gilligan Education B.S.Ed. PTTE-Technology Ed Opt

Jens Karl Olson Education B.S.Ed. PTTE-Technology Ed Opt

Daniel Robert Tudor Education B.S.Ed. PTTE-Technology Ed Opt

**Spring 2010 / GR / UG / COE (12) 2**

Kaleb Navarro Education B.S.Ed. PTTE-Technology Ed Opt

James Record Pullen Education B.S.Ed. PTTE-Technology Ed Opt

**Spring 2011 / GR / UG / COE (12) 0**

NONE

**Spring 2012 / GR / UG / COE (12) 5**

Nick Gregory Biggs Education B.S.Ed. PTTE-Technology Ed Opt

Chase Lawrence Ervin Education B.S.Ed. PTTE-Technology Ed Opt

Andrew Thomas McAteer Education B.S.Ed. PTTE-Technology Ed Opt

David Jordan Messenger Education B.S.Ed. PTTE-Technology Ed Opt

Samuel Jacob Smith Education B.S.Ed. PTTE-Technology Ed Opt

**Sample Log of Reports Used to Gather Data on Technology Ed Graduates**

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Oracle Fusion Middleware Forms Services: Open > GJAPCTL - GJIREVO

File Edit Options Block Item Record Query Tools Help

Saved Output Review GJIREVO 8.4.2UI (\* PROD \*) TMILLION banneraps

SZRGRAD  Graduation Listing  
14914396  prod\_tmillion\_szrgrad\_14914396.

**Parameters Entered for SZRGRAD**

#	Parameter Description	Value
01.	Term to Report on:	201110
02.	Grad Status (EX, GR, WA or MR)	GR
03.	Level (GR, LA, UG, % for all)	UG
04.	College (% for all)	12
05.	Sort Order(AA, AC)	AA
06.	Commencement Loc. (OC, etc, %)	%
07.	Suppress Honors (Y/N)	N
08.	Suppress Commence. Loc. (Y/N)	N
09.	Resident Campus:	
10.	Department Code:	
11.	Email (Y or N)	N
12.	Excel Output (Y or N)	Y
99.	Line Limit	65

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**Appendix E**

**Program Resource Requirements.** Provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

**A. REVENUE**

	FY		FY		FY		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)							\$0.00	\$0.00
2. Appropriated (New)							\$0.00	\$0.00
3. Federal							\$0.00	\$0.00
4. Tuition							\$0.00	\$0.00
5. Student Fees							\$0.00	\$0.00
6. Other (Specify)							\$0.00	\$0.00
<b>Total Revenue</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

**B. EXPENDITURES**

	FY		FY		FY		Cumulative Total	
	On-going	2013-14 One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Personnel							\$0.00	\$0.00
2. Operating							\$0.00	\$0.00
3. Equipment							\$0.00	\$0.00
4. Facilities							\$0.00	\$0.00

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5. Other  
(Specify)

							\$0.00	\$0.00
<b>Total Expenditures</b>	<u>\$0.00</u>							
<b>Net Income (Deficit)</b>	<u>\$0.00</u>							

*Ongoing is defined as ongoing operating budget for the program which will become part of the base.  
One-time is defined as one-time funding in a fiscal year and not part of the base.*